DOCUMENT RESUME

ED 238 462 JC 830 529

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TITLE Evaluation of the Nursing Program at Caldwell Community College and Technical Institute--Summer, 1983.
INSTITUTION Caldwell Community Coll. and Technical Inst., Hudson, NC.
PUB DATE 83
NOTE 84p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Associate Degrees; College Graduates; Community Colleges; Educational Trends; Employer Attitudes; Followup Studies; Graduate Surveys; *Nurses; *Nursing Education; Participant Satisfaction; *Program Effectiveness; Program Evaluation; Questionnaires; Two Year Colleges; Two Year College Students

ABSTRACT

In summer 1983, an evaluation of the nursing program at Caldwell Community College and Technical Institute was conducted to determine whether program objectives were being met, to measure program success, and to identify areas needing improvement. Surveys were sent to 19 early (pre-1978) and 47 recent Licensed Practical Nurse (LPN) graduates; 17 early and 68 recent Registered Nurse (RN) and Associate Degree in Nursing (ADN) graduates; 27 students who left the program before graduation; 12 advisory committee members; 39 employers; and 6 nursing instructors and the program chair. Based on responses from 28% of the early and 35% of the recent LPN graduates, 23% of the early and 52% of the recent RN/ADN graduates; 26% of the early leavers; 50% of the advisory committee members; and 54% of the employers, the study revealed: (1) recent graduates tended to rate instructional quality higher than early graduates; (2) compared to early graduates, recent RN/ADN graduates more often indicated that they would have preferred entering a bachelor's program; (3) both LPN and RN/ADN graduates passed state nursing examinations at high rates, and had a high rate of employment; and (4) employers rated 58% of the LPN and 65% of the RN/ADN graduates as "some" or "much" better than graduates of other schools. The surveys identified program needs in the areas of instruction and skill training, student support services and the library, and continuing education. Survey instruments and response data are appended. (Author/LAL)

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EVALUATION OF THE NURSING PROGRAM AT CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE - Summer, 1983

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JC 830 529

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Abstract

Title: Evaluation of the Nursing Program at Caldwell Community College and Technical Institute - Summer, 1983

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Statement of the Problem: This study was one in a series designed for the periodic evaluation of all occupational programs at CCC & TI. The purpose of this and the other studies is the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands. Some of the more specific objectives of the evaluation of the nursing program are to determine whether program objectives are being met, to measure program success in terms of student, instructor, supervisory and employer satisfaction, to identify aspects of the program needing improvement, and to inform the public of the outcomes of educational expenditures.

Procedure: The evaluation process is designed to allow all staff to participate in activities that directly affect them. A Survey Instrument Planning (SIP) committee developed or modified all survey instruments used in the evaluation process. This committee consisted of the department chairperson for allied health programs, nursing instructors, the Dean of the Office of Educational Development, the Director of the Learning Resource Center, the Dean of Student Development and the program evaluation specialist.

Information was gathered through surveys of program graduates, employers, the advisory committee, program instructors and the department chairperson. Information from these sources was then compiled and analyzed.

The Results:

Identified Trends -

1. the quality of instruction, as reflected in comparisons of early and recent graduate ratings, appears to be getting better at both Level I (LPN) and Level II (RN/ADN);

2. more students in both levels appear to be working while in school;

3. increasing numbers of graduates from both levels are saying that they would have preferred entering a BSN program if they had it to do over again, and fewer would prefer a straight ADN program;

4. most Level I graduates would still choose the LPN/ADN option program, and increasing numbers of Level II graduates would choose the option program again;

5. increasing numbers of Level I students are pursuing higher level degrees (the same appears to be true of Level II graduates, although the data is inconclusive);

6. greater percentages of Level II than Level I graduates attend continuing education workshops; however, decreasing percentages of Level II graduates appear to attending these sessions; and

7. employers predict the greatest future demand for RN's, followed by LPN's, and the least demand for nursing assistants.

Identified Program Strengths -

1. a high rate of certification passage on the state nursing examinations (Level I - 100% passing every year since 1976 except 1981 in which 97% passed; Level II - 100% passing in 1982 and 1983);

2. a high rate of employment in nursing (Level I - 86%; Level II - 98%);

3. of those employed as nurses, a high rate of employment within fifty (50) miles of CCC & TI (Level I - 66%; Level II - 54% but 100% in western N.C.);

4. among Level II graduates, 16% report working in supervisory capacities;

5. high ratings of the quality of program instruction by graduates (rated "good" or "excellent" by 89% of Level I respondents; 91% of Level II respondents);

6. high ratings of didactic training, especially in the areas of medical, surgical, obstetrics, pediatrics, basic life science, anatomy and physiology;

7. high ratings from employers of Level I graduates in cooperation, attitude, communication skills and providing patient care, and of Level II graduates in professional ethics, technical skills, patient education, and medication administration; and

8. in comparing CCC & TI graduates with graduates of other programs, ratings of "some better" or "much better" were given by 58% of employers to Level I graduates, and by 65% of employers to Level II graduates.

Identified Program Needs -

Instruction and skill training:

1. more and better clinical training in first aid, trauma care, emergency room procedures, intensive care and cardiac care;
2. more clinical experience in caring for multiple patient loads in general and more clinical contact with pediatric patients;
3. expansion of instruction in obstetrics (maternal-infant) and pediatrics (maternal-child) to one quarter each;
4. better training and instruction in nutrition and diet therapy, pharmacotherapeutics, psychiatric nursing (Level II) and abnormal psychology (Level II);
5. more math, especially in regard to dose calculations;
6. improvement in the General Psychology course (Level I), especially consideration of inclusion of a unit on abnormal psychology;
7. better training in patient education (Level I) and maintaining medical records (Level II);
8. more emphasis on leadership skills (Level II);
9. consideration of inclusion of basic chemistry in Level II;
10. explore measures to reduce faculty turnover; and.
11. explore possibilities of using advisory committee members in clinical settings where possible.

Student support services and LRC:

1. more effective and positive communication and assistance to students seeking financial aid;
2. more active job placement efforts for program graduates;
3. more assistance in preparing students for job application process;
4. expanded and consistent hours for bookstore operations;
5. more effective handling of textbooks and supply requests; and
6. a greater variety of nursing magazines available through the LRC.

Continuing Education:

1. exploration of the possibilities of establishing more cooperative arrangements with four-year institutions to ease the transition of ADN graduates to BSN programs with minimal loss of credit hours; and

2. an effective response to continuing education needs of local LPN and ADN graduates.

Evaluation of the Nursing Program
at Caldwell Community College and Technical Institute

Introduction

Evaluation of occupational programs is essential to determine their worth and to provide for continued improvement and effectiveness. The word "evaluation" has many different meanings depending upon the need it is designed to meet and whether the focus is on process or product. The working definition used in the evaluation of programs at Caldwell Community College and Technical Institute (CCC & TI) is as stated by Wentling (1980). He defines evaluation as

> ". . . the collection of information and judgements to facilitate planning, to aid in the improvement of programs, and to meet accountability demands."

The Executive Council of CCC & TI has stated that the purpose of program evaluations is to meet the following six objectives:

1. to gather information relative to planning, decision-making and determination of resource allocations for a program;

2. to determine whether program objectives are being met;

3. to identify aspects of a program needing improvement;

4. to measure program success in terms of student and/or employer satisfaction;

5. to inform the public of outcomes of educational investments and expenditures; and

6. to verify that programs are meeting state, federal and voluntary accrediting agency mandates.

A seventh objective to be met by the Business Office is to measure the cost effectiveness of programs.

Evaluation Organization

Evaluation Specialist

The Evaluation Specialist is responsible for coordinating the evaluation process for each data source. This person is also assigned the responsibility of receiving, organizing, maintaining, and reporting data that relate to an instructional program or to individual personnel within a program.

Survey Instrument Planning (SIP) Committee

Program evaluation at CCC & TI is designed to allow all staff to participate in evaluation activities that directly affect them. Faculty members also are represented in planning committees related to the evaluation of programs in which they teach.

At the onset of each program evaluation a Survey Instrument Planning (SIP) committee is appointed. This committee develops or modifies all survey instruments and assists in the coordination of evaluation activities. This committee consists of the following members:

- the department chairperson for the program being evaluated;
- program instructors;
- an LRC representative;
- a Student Development representative;
- the Dean of the Office of Educational Development; and
- the evaluation specialist.

Method of Evaluation

The basic strategy of the evaluation process is to generate input from as many appropriate sources as possible. For the nursing program these included the following:

- program graduates;
- early leavers, i.e. students who discontinue their studies before completing the program;
- current and potential employers of graduates;
- advisory committee members;
- nursing instructors; and
- the chairperson of the Allied Health Department.

Information from these sources is then compiled and analyzed. Appropriate reports are distributed to the Executive Council, the department chairperson, the LRC director, the Dean of Student Development, the nursing instructors, the program advisory committee and the CCC & TI archives.

The Nursing Program

Graduates of accredited programs of nurse education are prepared to function as beginning practitioners in a variety of situations, including hospitals; nursing homes; clinics; doctors', dentists', and veterinarians' offices; industry; and in some instances, public health facilities.

A student enrolled in the associate degree nursing program has career options at two points during the training. Upon successful completion of the first year (Level I, Licensed Practical Nursing), the student is prepared to practice as a practical nurse and is eligible for practical nurse licensing examinations. The student is also eligible to apply for the second year of the nursing program.

Upon successful completion of the second year (Level II, Registered Nursing), the student is prepared to practice with technical competence, is eligible for registered nurse licensing examinations, and qualifies for an associate degree in nursing (ADN). These examinations are administered by the North Carolina Board of Nursing and are given twice each year, in February and July.

Satisfactory placement scores in reading, math, and English must be achieved prior to entry into this program. For more specific policies concerning the nursing program, see the student handbook.

Survey Process and Response Rate

The Graduate Surveys

Graduates of levels I and II of the nursing program were divided into two groups: "early" (Appendix A - Level I, Appendix C - Level II), and "recent" (Appendix B - Level I, Appendix D - Level II). Early graduates were defined as those former students who graduated before

1978. Recent graduates were those who graduated from 1978 through 1982.

Survey forms for the early graduates of both Level I and Level II were identical except that Level I graduates were asked to indicate whether they were in the Watauga or Caldwell (Hudson) program. Level II has no program in Watauga County. Recent graduates of both levels received more detailed questionnaires requesting information and ratings of core training areas, related course work, student support services and Learning Resource Center (LRC) services. Since some Level II graduates completed Level I at places other than CCC & TI, an additional, special form was developed and sent to those recent graduates who completed both levels at CCC & TI. This additional form requested information specific to Level I.

All groups were sent an initial mailing followed by a second mailing to non-respondents. The following are the response rates for each group:

Level I - early graduates = 19 of 68 or 28%;
Level I - recent graduates = 47 of 133 or 35%;
Level II - early graduates = 17 of 75 or 23%; and
Level II - recent graduates = 68 of 131 or 52%.

The Early Leaver Surveys

All former nursing students who had completed at least thirty-two (32) credit hours but who discontinued their studies before graduating were surveyed. Seven (7) of twenty-seven (27) of these early leavers completed and returned questionnaires for an overall response rate of 26%. A summary report of their response can be found in Appendix E.

The Advisory Committee Survey

On November 9, 1982, the program evaluation specialist explained the evaluation process to the nursing advisory committee members during a scheduled meeting. Evaluation forms for members were distributed at that time. Absent members were sent a copy of the minutes of the meeting, evaluation forms and information explaining the evaluation process. Six (6) of twelve (12) committee members returned evaluation forms for a 50% response rate. The summary of the advisory committee evaluations can be found in Appendix F.

The Employer Survey

Names of current and potential employers were compiled from instructor suggestions and graduate survey returns. A total of thirty-nine (39) employers and/or supervisors were surveyed and twenty-one (21) returned completed questionnaires for a 54% response rate. Seventy-one percent (71%) of these respondents had employed or were currently employing graduates from Level I. Eighty-six percent (86%) had employed or were currently employing Level II graduates.

The summary report on employer responses can be found in Appendix G.

Supervisory and Instructor Evaluations

All nursing instructors and the chairperson of the Allied Health Department were given the opportunity to evaluate the nursing program, student support services, and the LRC. A total of six questionnaires were completed and returned. The complete summary of these evaluations can be found in Appendix H.

Survey Results - Level I (LPN)

Level I of the nursing program is a two-site operation. The primary site is located in Caldwell County on the Hudson campus of CCC & TI. An extension site is located in Watauga County at the Watauga County Hospital. A comparison of the responses from graduates of these two program sites revealed few significant differences. One of these was a difference in the employment status of recent graduates while in school. No recent Watauga graduates worked full-time during their matriculation, whereas five (5) or 16% of the Hudson students did. Also, a higher percentage of recent Watauga students than recent Hudson students did not work while in school. These percentages were 40% and 25% respectively.

Response comparisons between early and recent graduates indicates that increasing numbers of students have been working part- or full-time while in school. Where 47% of the early graduate respondents reported working while studying, 71% of the more recent graduate respondents reported working. Also, recent graduates working part-time during study are working on the average two hours per week more than their earlier counterparts.

Current Employment Status of Graduates

Among recent graduates, 94% are reportedly working in the nursing field. Two (2) graduates were unemployed but both were continuing their training in nursing. The one (1) respondent reporting work in another field stated that she preferred secretarial work to nursing.

Among early graduates, 68% reported current employment in the nursing field, while 16% were unemployed and another 16% were employed but not in nursing. All of those employed in other fields stated that they preferred their present occupation to nursing. Of the unemployed, one (1) could not work and one (1) had family responsibilities which prevented employment. Of the six (6) unemployed or employed in other fields, four (4) had been employed as a nurse at some time since graduation.

Location of Employment and Job Titles

Eighty-four percent (84%) of the early graduates employed in nursing found jobs and remain in the vicinity of CCC & TI. Only one (1) early and one (1) recent graduate reported working out of the state. One (1) was employed as an infection control nurse, one (1) as an industrial nurse, and the rest were staff nurses.

Of the recent graduates, only 66% reported working near CCC & TI. However, 25% gave no indication of their place of employment. Three (3) recent graduates reported job titles of head nurse, nurse supervisor, and director of nursing. Twenty-nine (29) were staff or charge nurses, and seven (7) were RN applicants.

Income and Satisfaction with Income

Recent graduates were very willing to share information regarding their income as LPN's. Only 17% did not respond to this request. However, 32% of the early graduates gave no information about their income. There appears to be no significant differences between the income levels of the two groups although two (2) early graduates did report making between $6 and $7 per hour, while no recent graduates reported making this much. The majority, 71%, of the combined groups responding to this request reported making between $5 and $6 per hour.

The early graduates were generally split in their opinions of whether their rate of pay was satisfactory for one year of training, although both of those making $6 - $7 per hour were satisfied. Recent graduates overwhelmingly agreed that $5 to $6 per hour was satisfactory for their LPN training.

Licensing

All early and recent graduate respondents reported that they currently held an LPN license in N.C. and two (2) also held a Tennessee license. Even those currently employed outside of nursing had maintained a license.

Rating the Quality of Instruction

Level I nursing graduates gave high ratings to the program's overall quality of instruction. Ninety-two percent (92%) of the recent graduates and 84% of the early graduates rated the quality of instruction as "good" or "excellent." Only one (1) graduate from the combined groups gave a rating below "good." This early graduate of the Hudson program gave instruction an "adequate" rating. There were no "poor" ratings in either group.

Would They Do It Again?

Due to the changing demands of the workplace and the variety of nursing programs available, the LPN graduates were asked, "If you had it to do over again, which type of program would you now choose - LPN with ADN (RN) option, a straight ADN program, a BSN program, or would not choose nursing?"

Among the early graduates, a strong preference (47%) was expressed for the LPN with the ADN option, the program offered at CCC & TI. Another 26% would now prefer a straight ADN, and 16% would choose a BSN program. Ten percent (10%) would not choose nursing again regardless of the program offered.

Recent graduates had different preferences. Recent Watauga graduates were evenly split between a preference for the LPN/ADN option and the BSN programs. None in this group preferred the straight ADN. Recent Hudson graduates expressed a stronger preference for the LPN/ADN option, about the same preference for the BSN, and a few preferred the straight ADN.

The combined Hudson and Watauga recent graduates expressed the strongest preference, 43%, for the LPN/ADN option. The reasons given for this choice centered around getting nursing experience as an LPN before deciding to continue studying for the ADN, and the opportunity to work as an LPN while pursuing the ADN. Another 28% of this combined

group expressed a preference for the BSN program because of better job opportunities, more clout in the workplace, and more time to assimilate learning. Only 4% said that they would not choose nursing again.

Graduates were also asked if they would choose CCC & TI again. All of the early graduates stated that they would, and only two (2) of the recent graduates stated that they would not choose CCC & TI again. Both of those stated a preference for a four-year BSN program.

Pursuit of Advanced Degrees and Continuing Education

Recent graduates seem to be more ambitious than earlier graduates. Whereas none of the early graduate respondents reported working in supervisory positions and only 16% had pursued higher level degrees, three (3) of the recent graduates reported working as RN's in supervisory capacities and thirty-three (33), or 70%, had obtained or were presently obtaining degrees beyond their LPN diploma.

In addition, graduates were asked if they had attended workshops or classes since graduation which kept them up-to-date, and if so, how many hours per year they had completed. Exactly the same percentage of early and recent graduates, 53%, reported attending such classes. A slight variance among groups was noted regarding the number of hours per year devoted to continuing education. Early graduates averaged twenty-four (24) hours per year; recent graduates averaged twenty-six hours (26), and those who graduated from both Level I and Level II at CCC & TI averaged twenty-eight (28) hours.

Level I Recent Graduate Ratings of Skill Training Areas

Recent graduates rated the various skill areas of their training on a four-point scale with "excellent" a "4" rating and "poor" a "1" rating. A complete listing of these ratings and comments can be found in Appendix C, number 12. Ratings by Hudson and Watauga graduates did not differ significantly in any area.

Graduates apparently feel the most confident in the skill areas of maternal-child, maternal-infant, medical and surgical. The first two (2) received 3.4 ratings and the latter two (2) received 3.3 ratings. However, both Watauga and Hudson graduates complained that there were too few pediatric patients at their clinical sites for sufficient training. Both groups also complained that the obstetrics and pediatrics course included too much information for one course.

The only skill area rated below "fair" was nutrition and diet therapy. Graduates gave this area a low 1.7 rating and more negative comments than any other subject. Complaints were generally directed at poor teaching. One respondent commented that she had learned more about nutrition in obstetrics than in the nutrition class.

Ratings of Related Courses by Recent Graduates

Nursing students are required to take a number of courses outside the core of nursing classes, and recent graduates were asked to rate these on a four (4) point scale. These former students gave an outstanding rating of 3.6 to the Basic Life Science course. All ratings were either "excellent" or "good."

Hudson graduates gave significantly lower ratings to both Human Growth and Development and Sociology than the Watauga graduates did. In addition, General Psychology received the lowest combined average of all the related courses. In this case, Watauga graduates gave a slightly lower rating than Hudson graduates, but it should be noted that some Watauga students take General Psychology on the Hudson campus.

Recent graduates were also asked to suggest other courses which they felt should be included in the Level I curriculum. The only multiple response was for Abnormal Psychology. A unit on abnormal psychology is not taught in General Psychology and perhaps it should be.

Equipment and Supplies

Recent graduates gave a strong affirmative response to the question, "Were adequate and up-to-date supplies/equipment available during your training?" Only two (2) or 4% gave a negative response, 11% gave no response, and 85% said "yes."

Ratings of Student Support Services

Recent Level I graduates gave their highest ratings, 3.2 on a four (4) point scale, to "Student Records/Transcripts." "Admissions Process" and "Registration Process" each received 3.1 ratings.

"Food Services" received the lowest rating, 2.2. This area, along with "Parking" which received the next lowest rating of 2.6, traditionally receive the lowest ratings of the student support services. However, one additional area of concern should be noted even though it

received a 2.9 rating. Of the thirty-nine (39) persons giving a rating of "Job Placement," twenty-two (22), or 56%, indicated that they didn't know enough to rate this area. Perhaps past graduates did not need this service due to the availability of jobs. However, recent trends of low hospital populations and a more competitive nursing job market, may create greater demands for job placement services offered by CCC & TI.

Ratings of Library Services

The services offered by the Learning Resource Center (LRC) received good to excellent ratings in all areas. The highest rating, 3.[illegible], was given to "Individual assistance from library staff." Special commendation should be given to the entire LRC staff for achieving such high regard from students.

The lowest rating was given to "Magazines." Five (5) graduates gave this area a "poor" rating, and the same number commented that the LRC needed to provide a better variety of nursing magazines. Despite these ratings and comments, this area still received a 3.0, "good," rating. This is further testimony to the high quality of the LRC.

Survey Results - Level II (RN)

As stated earlier in this report, Level II of the nursing program is operated exclusively from the Hudson campus of CCC & TI. There is no Watauga site. The survey results reported here will compare the early and recent graduate responses, and will make comparisons with the Level I survey results where it is appropriate.

Employment Status While in School

Response comparisons between early and recent Level II graduates indicates that fewer recent graduates than early graduates are working full-time while in training, 9% and 18% respectively, but that more are working part-time, 59% and 47% respectively. Both groups reported working an average of twenty-one (21) hours per week.

Current Employment Status and Job Titles

All recent graduates and 88% of the early graduates of Level II are reportedly employed in their field of training. Only two (2) early graduates, or 12%, are not employed in the nursing field. One (1) cannot work and the other prefers not to work. Both, however, have been employed as nurses at some time since graduation.

These rates of employment in nursing are much higher than those reported by Level I respondents, especially in the early graduate group. This is likely a reflection of a higher level of commitment by Level II students. Students entering Level II have "gotten their feet wet" in Level I and have decided that the nursing field is for them. Students entering Level I, on the other hand, are not always certain about their training choice. As stated earlier in this report, 32% of the early graduate respondents from Level I were either unemployed or employed outside the nursing field.

The vast majority of Level II graduates are working as staff or charge nurses. Twelve (12) of the seventy-six (76) respondents, or 16%, reporting job titles were working in supervisory capacities.

No Level II graduates, early or recent, reported working outside of the state of North Carolina. Figures on early graduate employment within the CCC & TI greater service area are uncertain because 20% did not indicate their place of employment. However, 63% of the recent graduates have remained in the service area. The 37% working outside the service area are all in western N.C.

Income and Satisfaction with Income

Most early graduates of Level II reported making $7 per hour or more. Twenty-nine percent (29%) are making between $7-$8, and 47% are making between $8-$10 per hour. Also, regardless of pay rate, most early graduates, 65%, are reportedly dissatisfied with their level of income.

Among reporting recent graduates, 59% are making between $6-$8 per hour and most feel this is an unacceptable rate for two years of training. However, most of those making above $8 per hour report satisfaction with their income levels. In fact, 52% of all recent graduate respondents report satisfaction with their pay rates.

Licensing

All but one (1) of the Level II respondents reported holding a current nursing license in North Carolina. One (1) early graduate is also licensed in Florida and another is licensed in Georgia. No recent graduates are licensed outside of North Carolina.

Ratings of Quality of Instruction

Level II graduates, like those from Level I, rated the quality of instruction at CCC & TI very high. Among recent graduates, 97% gave ratings of "good" or "excellent." Seventy percent (70%) of the early graduates gave the same ratings. Thirty percent (30%) of the early graduates gave ratings of "poor" or "adequate." This percentage fell to only 3% among recent graduates. This is a strong implication of a strengthening program as perceived by graduates.

Would They Do It Again?

As with Level I graduates, Level II graduates were asked to state a preference regarding the type of program - LPN with ADN option, straight ADN, or BSN - they would choose if they had it to do over again. As might be expected, this group expressed a stronger preference for a BSN program than Level I respondents. Forty-four percent (44%) of the Level II recent graduate respondents preferred a BSN program compared to 28% of the Level I recent graduates. The reasons given for this preference centered around better job opportunities and a perceived bias by hospitals for BSN's over ADN's.

Survey results also revealed a declining interest in a straight ADN program when comparing early and recent graduates. Among early graduates, 18% preferred the straight ADN, but only 9% of the recent graduates preferred this type of program. Interest in the LPN/ADN Option increased from 35% of the early graduates to 41% of the recent graduates. In addition, 6% of both early and recent graduates stated that they would not choose nursing again.

Asked if they would choose CCC & TI again, 71% of the early graduate group and 76% of the recent graduates said that they would. In both groups, the majority who would not choose CCC & TI again indicated that they would now choose a BSN program.

Pursuit of Advanced Degrees and Continuing Education

A greater percentage of recent graduates, 40%, than early graduates, 35%, have obtained or are obtaining a degree beyond the A.A.S. However, these results are inconclusive because 18% of the early graduates did not respond to this question. On the other hand, early graduates indicated greater participation in continuing education than recent graduates. Eighty-eight percent (88%) of the early graduate group reported that they spent an average of forty (40) hours per year in up-date workshops. This compares with the 78% of the recent graduates spending an average of twenty-eight (28) hours per year on continuing education. Suggestions for continuing education classes/workshops made by early and recent graduates of both levels can be found in Appendix D, number 19.

Level II Recent Graduate Ratings of Skill Training Areas

Recent graduates were asked to rate the various skill areas of their training in the same manner as Level I recent graduates. A complete listing of these ratings and comments can be found in Appendix D, number 8. The highest ratings on the four-point scale were given to "Medical," 3.5, and to "Surgical" and "Fundamental Skills," 3.4 each.

The lowest ratings were received by "Psychiatric" and "Diet Therapy." Each received a 2.3 rating. These two also received more "poor" ratings than other areas, 17 and 16 respectively, and more indications of need for further training by graduates, 26 and 29 respectively. Respondents added many comments about their psychiatric training. Most of these centered on poor instruction and the need for more intensive training in this area. Few comments were made regarding diet therapy training.

Three (3) additional areas warrant mentioning here. "Pharmacotherapeutics" received only a 2.6 rating and generated several calls for more intense training in this area.

The other additional areas worthy of comment are "Maternal-Infant," "Maternal-Child," and "Leadership." Although these areas, also referred to as OB and Peds, received "good" ratings of 3.2 and 3.1 respectively, Level II graduates were very vocal in criticizing the amount of class time spent in these areas and the associated clinical experience. Respondents generally encouraged expanding class time in each area from one-half (½) to one (1) quarter. They also expressed

frustration in complaining that there are two few pediatric patients in the clinical sites. Evidently the clinical time in these areas needs to be expanded or clinical rotation needs to be established in hospitals with a higher pediatric census.

A similar relationship between good ratings and negative comments occurred with "Leadership." Graduates rated the area 3.0 but comments seemed to contradict this good rating. One respondent stated, "I feel we were insufficiently trained in the theory and practice of leadership and assertiveness skills. Reality shock was the hardest in this area." In suggesting other courses which respondents felt should be offered, six (6) named leadership. Only chemistry was suggested as many times.

Other comments made by respondents indicate a perceived need for more clinical experience in general and specifically in intensive care units, cardiac care units and in emergency rooms.

Ratings of Related Courses by Recent Graduates

Level II recent graduates rated required courses outside of the core of nursing classes on a four (4) point scale. The graduates gave "Anatomy/Physiology" a superb 3.7 rating. Seventy-four percent (74%) of the ratings for this course were "excellent."

On the other hand, "Abnormal Psychology" received only a 2.2 rating. Sixty-four percent (64%) gave the course "adequate" or "poor" ratings.

A variety of courses and topics were suggested for inclusion in the RN curriculum. As previously stated, leadership and chemistry were both named by six (6) respondents each. Another three (3) named management and one (1) said "roles of leadership and management." "More math" was also mentioned three (3) times, especially in regard to dose calculations. Many other suggestions were made and the complete list can be found in Appendix D, number 10.

Equipment and Supplies

Like the Level I respondents, Level II graduates, 90%, felt that adequate and up-to-date supplies and equipment were available during their training.

Ratings of Student Support Services

Level II recent graduates gave lower ratings than Level I recent graduates to every category of student support services except one, the bookstore, which received a 2.7 from each group. Interestingly, the order of the ratings from top to bottom was almost identical. The major exception was "Job Placement." While Level I students gave this area a 2.9 average with no "poor" ratings, Level II respondents gave job placement a 2.25 rating. Only "Food Services" ranked lower at 2.1. Sixty-three percent (63%) rated job placement as "adequate" or "poor." Also, thirty-six (36) or 53% of the raters indicated that they did not know enough about job placement to give it a rating. This compares to the 56% of the Level I respondents who could not rate this area.

The bookstore generated the most comments of all areas. The most remarks, three (3), were critical of inadequate bookstore operating hours. Other comments referred to inadequate supplies and the expense of books.

Ratings of Library Services

As with Level I recent graduates, Level II graduates gave "Individual assistance from library staff" the highest rating, 3.6, of all library categories. Three (3) additional comments were highly complimentary of the LRC staff.

"Magazines," the lowest ranked LRC category of the Level I survey, received a slightly higher rating of 3.2 from Level II respondents. However, six (6) graduates commented on the need for more nursing magazines, thus reinforcing the ratings and comments from Level I.

The category given the lowest LRC rating in the Level II survey was "Library orientation" which received a 3.1. Six (6) respondents rated this area as "poor" and another three (3) claimed not to know enough about orientation to give it a rating.

Suggestions by Graduates for Program Improvement - Levels I & II

Suggestions for the improvement of the nursing program from Level I and Level II early and recent graduates and early leavers have been combined in this report, since the responses from each group were essentially the same. Responses have been grouped into six (6) categories: instruction, instructors, curriculum, admissions, comments regarding the availability of BSN programs, and other general suggestions and comments.

Instruction

Some suggestions on improving instruction addressed needs for more and/or better training in the following specific areas: first aid, intensive care, trauma, abnormal codes, psychology, psychiatric nursing, and experience in providing care for multiple patients. Other suggestions called for less "busy work," less homework, and more classroom work.

Instructors

Eight (8) suggestions were directed specifically toward instructors. Some respondents felt that instructors needed to be more caring, more open minded, more helpful and less threatening. Several positive statements were also made such as, "Keep good instructors," and "Continue to provide the best nursing instructors available."

Curriculum

Many suggestions were made concerning the structure of the curriculum. Six (6) respondents suggested a need for more clinical work. Two (2) complained that the course load was too demanding for the time allotted for program completion. One (1) suggested adding one quarter to Level II to allow more time in obstetrics and pediatrics. Others called for more psychology, anatomy and physiology, and three (3) suggested fewer English courses.

BSN

Eight (8) respondents wanted the opportunity to earn a BSN degree at CCC & TI, and another two (2) suggested at least offering classes for RN's which could be applied toward a BSN degree.

Admissions

Two (2) respondents suggested a more careful screening of nursing applicants. One (1) wanted to do away with the "first come-first served" criterian and another expressed dissatisfaction with the student slots in the RN program allocated for LPN graduates of other schools.

Otner Comments

Nine (9) complimentary comments were received regarding the program, its instructors and its students. However, one derogatory statement was made indicating a perceived deterioration of the nursing staff, its students and its graduates. This opinion is not backed up by the statistics available (see Appendix I) which indicate a rise in program quality as reflected by the increasing percentage of Level II graduates passing the state nursing exam for registered nurses.

Survey Results - Early Leavers

Seven (7) of twenty-seven (27) early leavers since 1978 returned completed surveys. These students completed at least thirty-two (32) credit hours but discontinued their studies before completing the program. Four (4) of the seven (7) were from Level I and three (3) were from Level II.

Two (2) students from Level I and one (1) from Level II indicated that they left because the course load was too demanding. Two (2) others left due to personal problems. Also, employment, home/family needs, and financial problems were each mentioned once as reasons for discontinuing studies. One (1) early leaver indicated working full-time while in school, and only two (2) worked part-time. Only the indi-

vidual working full-time indicated that employment was a factor in leaving the program.

All three (3) of the Level II early leavers are presently working full-time. Two (2) of these are employed as LPN's. Only one (1) of the Level I early leavers is currently working and she is working part-time in textiles. The other three (3) are unemployed.

In rating the quality of instruction in nursing courses, each of the four (4) Level I respondents gave a different rating on the four (4) point scale of "poor," "adequate," "good," and "excellent." Level II respondents rated instruction as either "excellent" or "poor" with no "good" or "adequate" responses. Obviously, no consistent pattern can be discerned.

In rating instruction in related courses, the evaluations were somewhat more consistent. No "poor" ratings were given by any respondent. The combined ratings of the two (2) groups indicate that instruction in related courses was "good."

Four (4), or 57%, of the respondents stated that they intended to continue their training in nursing at some time in the future. Two (2), or 28%, do not anticipate continuing their formal education, and one (1) person did not respond to this question.

In suggesting improvements for student personnel functions, two (2) of the three (3) comments expressed a need for more guidance and counseling. One (1) respondent specifically stated this as a need for the "older student returning after years of absence from school, who in taking such a big step may lack the confidence to function at her full capacity."

Survey Results - Advisory Committee

Advisory committee members were surveyed to assess their opinions of the nursing programs and graduates. Some of the new members of the committee refrained from evaluating the program or its students because they felt that they were not yet knowledgeable enough to do so. Those who did gave their highest rating, a 3.5 on the four (4) point scale, to "student preparation concerning work habits, attitudes, and work quality. The lowest rating, 2.75, was given to "student technical preparation for entry-level employment." All other ratings were "good," 3.0, or better.

Those committee members who work for agencies which have hired program graduates had high praise for those nurses. Two (2) said that these program graduates were "excellent." The others said they were "good" and "well prepared."

In listing the principal strengths of the program, several areas were listed such as concern for the student as an individual, desire to continually upgrade program quality, and the benefits of the option structure of the overall program. One member summed it up by saying..."the end result, the graduate we employ, is excellent. This means that faculty, facilities and student selection must be good."

Only three (3) comments were made regarding needs for program improvement. The first concern was the need to stabilize the faculty. There has, and continues to be, steady turnover among the faculty. However, in most cases, the reasons for leaving do not seem to be related to dissatisfaction with the program or the college. Rather, most seem to leave for personal and/or family reasons.

Another member felt that clinical training could be improved if registered nurses in the hospitals could be used to help teach students. Another commented that perhaps advisory committee members could become more involved with the program and its students in the clinical area when possible. Lastly, one respondent was concerned with the "reality shock" experienced by new nurses and ways to minimize this during training.

Survey Results - Employers

Employers rated graduates of both programs on various general skills and other traits such as appearance, punctuality, and attitude. On a three (3) point scale of "excellent," "good," and "poor," all areas were rated between 2.0 and 2.7 (see Appendix G, number 4).

For Level I graduates, the highest rating, 2.5, was given to the areas of cooperation, attitude, communication skills, and providing patient care. The lowest ratings, 2.0 and 2.1, were given respectively to patient education and maintaining medical records. There were also the only areas receiving "poor" ratings.

Ratings for Level II graduates were slightly higher than those for Level I, .3 in each case, in the areas of professional ethics, technical skills, patient education and medication administration. Level I received a higher rating, again .3, in communication skills.

Comparing CCC & TI nursing graduates with those from other schools, 58% of the employers felt that LPN's from CCC & TI were "some better" or "much better." The remainder, 42%, felt they were about the same. For RN's, 65% felt those from CCC & TI were some or much better. One (1), however, felt that they were slightly poorer.

Eleven (11) of twenty-one (21) employer respondents, or 53%, stated that the majority of their current employees had come from hospital-based programs. Six (6) named CCC & TI, three (3) named Western Piedmont Community College, two (2) said Catawba Valley Technical College, and a variety of other colleges were each mentioned once. Also, 67% of the employers said that they have no preferences regarding the type of program their nursing employees graduate from.

Eighteen (18) employers indicated that most of their employees applied for their jobs on their own initiative. Four (4) mentioned newspaper ads as a method of recruiting applicants, three (3) named the registry maintained by the Office of State Personnel, and two (2) admitted hiring new employees on the basis of mutual acquaintances. None mentioned a campus placement office as a source.

In predicting the labor demands for nursing assistants, LPN's, and RN's in the next four (4) to five (5) years, 67% of the employers clearly felt that there would be an increasing demand for RN's. Another 28% predicted a stable demand, and only one (1) or 5% saw a decreasing demand. Respondents also had on the average 1.42 RN positions currently available compared to an average of only .63 positions available for either nursing assistants or LPN's.

Nearly half of the employers, 48%, saw a stable demand for LPN's in the near future while 28% predicted an increasing demand. Twenty-four percent (24%) saw a decreasing demand.

The predictions for nursing assistants was gloomier with 48% predicting a decreasing demand. A stable demand was foreseen by 19%, and 33% were more hopeful predicting an increase in demand.

Although more employers predicted an increasing demand for nursing assistants than for LPN's, combining the predictions for increasing and stable demands reveals a more consistent pattern of responses. For nursing assistants, 52% predicted stable to increasing demand. This compares to 76% for LPN's and a strong 95% for RN's.

Employers were very supportive of continuing education for their nurses. A variety of methods are evidently used to encourage continued training. Among those listed were providing funds for continuing educa-

tion (9), scheduling time off (7), offering in-house programs (6), tuition payback programs (4), and posting program information (4). A wide variety of topics were also suggested for workshops to be offered through CCC & TI (see Appendix G, number 12), and seventeen (17) said they would send their employees to the workshops they named. None stated that they would not.

Two (2) employers reiterated many graduates' interest in CCC & TI taking steps to smooth the path of those RN graduates who wish to earn a BSN. However, whereas several graduates wanted CCC & TI to implement its own BSN program, the employers were more realistic. They were interested in seeing relationships being established between CCC & TI and institutions offering BSN programs which would minimize the loss of credits earned during the first two (2) years of training. Other suggestions can be found in Appendix G, number 13.

Survey Results - Instructors/Department Chairperson

Nursing instructors and the Allied Health Department Chairperson evaluated the entire program including student support and library services on a three (3) point scale. The complete survey results can be found in Appendix H, but only those items receiving an average rating of 2.0, "Needs Some Improvement," or lower will be discussed here.

Two (2) areas generated the most concern, financial aid and the bookstore. Two (2) of three (3) statements under "Financial Aid Officer" received 1.8 ratings. The two (2) statements read, "provides positive assistance to students in need of financial aid," and "utilizes effective communication skills." The only other statement, "adequately communicates available financial aid information," fared only slightly better with a 2.0 rating. It should be noted, however, that recent graduate respondents from Levels I and II gave financial aid 3.0 and 2.7 ratings respectively.

The bookstore also received two (2) 1.8 ratings. The first was for "keeps adequate operating hours to serve student needs." Instructors also commented that the bookstore "does not keep posted hours" and "does not serve evening students well." The second statement read, "The bookstore handles textbook and supply requests in an efficient and timely manner." One (1) instructor complained that the bookstore "does not notify faculty if there is a problem in getting textbooks." An additional statement received a 2.0 rating. It read, "The bookstore maintains appropriate and adequate supplies of materials (other than textbooks) to meet student needs." Instructors did rate the

interpersonal skills used by bookstore personnel considerably higher at 2.5.

A 1.8 rating was given by instructors to two (2) other statements. The first of these fell under the area of job placement. The statement read "Job placement prepares program completers desiring employment to apply for a job." Also of concern in this area was the statement, ". . . provides adequate feedback to you about results of placement efforts," which received a 2.0 rating.

The last of the 1.8 ratings was given to a statement under the area of instruction. The statement was, "The program includes instruction which helps students understand the principles of business operation and cost of doing business." It is not clear that nurses in training need this information, and two (2) instructors marked the statement as "not applicable."

Conclusions

This evaluation of the nursing programs, Level I (LPN) and Level II (RN/ADN), has revealed a number of interesting trends as well as program strengths and needs. Among these trends are the following:

1. more students in both levels appear to be working while in school;

2. the quality of instruction as, reflected in comparisons of early and recent graduate ratings, appears to be getting better at both levels;

3. increasing number of graduates from both levels are saying that they would have preferred entering a BSN program if they had it to do over again, and fewer would prefer a straight ADN program;

4. most Level I graduates would still choose the LPN/ADN option program, and increasing numbers of Level II graduates would choose the option program again;

5. increasing numbers of Level I students are pursuing higher level degrees (the same appears to be true of Level II graduates although the data is inconclusive);

6. greater percentages of Level II than Level I graduates attend continuing education workshops; however, decreasing percentages of Level II graduates appear to be attending these sessions; and

7. employers predict the greatest future demand for RN's, followed by LPN's, and the least demand for nursing assistants.

Identified Program Strengths

The evidence is strong that both program levels are meeting the general objective of preparing students for employment in the field of nursing. The supporting evidence of this as well as other program strengths is summarized as follows:

1. a high rate of certification passage on the state nursing examinations (Level I - 100% passing every year since 1976 except 1981 in which 97% passed; Level II - 100% passing in 1982 and 1983);

2. a high rate of employment in nursing (Level I = 86%; Level II = 98%);

3. of those employed as nurses, a high rate of employment within fifty (50) miles of CCC & TI (Level I = 66%; Level II = 54% but 100% in western N.C.);

4. among Level II graduates, 16% report working in supervisory capacities;

5. high ratings of the quality of program instruction by graduates (rated "good" or "excellent" by 89% of Level I respondents; 91% of Level II respondents);

6. high ratings of didactic training, especially in the areas of medical, surgical, obstetrics, pediatrics, basic life science, anatomy and physiology;

7. high ratings from employers of Level I graduates in cooperation, attitude, communication skills and providing patient care, and of Level II graduates in professional ethics, technical skills, patient education, and medication administration; and

8. in comparing CCC & TI graduates with graduates of other programs, ratings of "some better" or "much better" were given by

58% of employers to Level I graduates, and by 65% of employers to Level II graduates.

Identified Program Needs

Although the evidence is strong that both levels of the nursing program are excellent and its graduates are in demand, definite program needs have been identified. These needs fall into three (3) categories: instruction and skill training, student support services and the LRC, and continuing education. The area of continuing education is included, not as need of the program itself, but rather as a need expressed by employers, graduates, and the advisory committee for local ADN graduate.

Instruction and skill training:

1. more and better clinical training in first aid, trauma care, emergency room procedures, ICU, and CCU;

2. more clinical experience in caring for multiple patient loads in general and more clinical contact with pediatric patients

3. expansion of instruction in obstetrics (maternal-infant) and pediatrics (maternal-child) to one quarter each;

4. better training and instruction in nutrition and diet therapy, pharmacotherapeutics, psychiatric nursing (Level II) and abnormal psychology (Level II);

5. more math, especially in regard to dose calculations;

6. improvement in the General Psychology course (Level I), especially consideration of inclusion of a unit on abnormal psychology;

7. better training in patient education (Level I) and maintaining medical records (Level II);

8. more emphasis on leadership skills (Level II);

9. consideration of inclusion of basic chemistry in Level II;

10. explore measures to reduce faculty turnover; and

11. explore possibilities of using advisory committee members in clinical settings where possible.

Student support services and LRC:

1. more effective and positive communication and assistance to students seeking financial aid;

2. more active job placement efforts for program graduates;

3. more assistance in preparing students for job application process;

4. expanded and consistent hours for bookstore operations;

5. more effective handling of textbook and supply requests; and

6. a greater variety of nursing magazines available through the LRC.

Continuing Education

1. exploration of the possibilities of establishing more co-operative arrangements with four-year institutions to ease the transition of ADN graduates to BSN programs with minimal loss of credit hours; and

2. an effective response to continuing education needs of local LPN and ADN graduates.

Appendix A

Summary Report of the Student Follow-up

of

Level I Nursing Graduates before 1978

and

Letter of Transmittal

Summary Report
of the
Level I Early Graduate Survey

The Level I early graduate questionnaire was sent to sixty-eight (68) former students who graduated before 1978. Nineteen (19) graduates returned completed forms for a 28% response rate.

1. Respondents enrolled in the
   - Hudson program = 12 (63%)
   - Watauga program = 7 (37%)

   Note: There were no significant differences between the responses of graduates of these two programs.

2. Date of graduation:

1971	1972	1973	1974	1975	1976	1977
5 (26%)	3 (16%)	4 (21%)	1 (5%)	-	1 (5%)	5 (26%)

3. Employment status while in school:

Did not work	Full-time	Part-time
10 (53%)	1 (5%)	8 (42%)

   Note: Students working part-time worked from eight (8) to twenty-five (25) hours per week. The average was sixteen (16) hours per week.

4. Present employment status:

Employed in Nursing	Employed - not in Nursing	Unemployed
13 (68%)	3 (16%)	3 (16%)

5. Reasons for unemployment or employment in another field:

Prefer work in another field	Cannot work	Other
3	1	1 (2 small children at home)

6. If employed outside nursing, has your training been useful in your present job?

Yes	No
3	0

7. If unemployed or employed outside nursing, have you been employed as a nurse at any time since your graduation?

Yes	No
4	2*

*1 - Health & P.E. teacher
1 - Substitute elementary school teacher

8. Location of employment (those in nursing):

Service Area	Outside area but in state	Out-of-state
11 (84%)	1 (8%)	1 (8%)

9. Present job title:
   - Staff/charge nurse (11)
   - Infection control nurse
   - Plant nurse (industrial)
   - Part-time nurse

   Out of field:
   - Physical therapist
   - Health & P.E. teacher
   - Substitute elementary school teacher

10. Current average income and satisfaction (includes only LPN incomes):

Income hour	Responses	Is rate acceptable? Yes	No
$4 - $5	2 (10%)	1 (5%)	1 (5%)
$5 - $6	9 (47%)	5 (26%)	4 (21%)
$6 - $7	2 (10%)	2 (10%)	-
$7 - $8	-	-	-
No Response	6 (32%)	-	-
Totals		41%	26%

11. All respondents reported being currently licensed in North Carolina. One was also licensed in Tennessee.

12. Ratings of quality of instruction:

	Excellent	Good	Adequate	Poor	No Response
Hudson program	6 (32%)	3 (16%)	1 (5%)	-	-
Watauga program	6 (32%)	1 (5%)	-	-	-
Combined	12 (63%)	4 (21%)	1 (5%)	-	2 (11%)

13. If you had it to do over again, which type of program would you now choose?

LPN/ADN OPTION	Straight ADN	BSN	Would not choose nursing
9 (47%)	5 (26%)	3 (16%)	2 (10%)

14. If you had it to do over again, would you choose CCC & TI?

Yes	No
19 (100%)	-

15. Attempting to obtain or have obtained degree beyond LPN diploma?

Yes	No
3 (16%)	16 (84%)

If yes, where?
- CCC & TI
- Lenoir Rhyne

16. Attended classes/workshops in nursing:

Yes	No
10 (53%)	7 (37%)

Graduates reported attending between six (6) and sixty (60) hours per year. The average was twenty-four (24) hours per year.

17. Suggestions for Continuing Education classes:
(see Appendix D: Level II Recent Graduate Summary, number 19)

18. Suggestions for program improvement and comments:
(see Appendix D: Level II Recent Graduate Summary, number 20)

Caldwell Community College & Technical Institute

1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

There is no substitute for experience, and your experience on the job could be very valuable in helping to improve and update the nursing programs at Caldwell Community College and Technical Institute.

As an alumnus of this institution, please take a few minutes and complete and return the enclosed form. Your responses are needed by Friday, December 17, 1982. A stamped and addressed envelope is enclosed for your convenience.

All information you supply will be held in confidence, and your name will never be associated with any response. If you have any questions about this survey, please contact David Pipes at 728-4323. Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam
President

clw

Enclosures

TRUSTEES:
Chairman: John A. Forlines, Jr.; *Vice Chairman:* Donald W. Lackey; *Secretary:* Conley E. Starnes; *Treasurer:* Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix B

Summary Report of Student Follow-up

of

Level I Nursing Graduates from 1978-1982

and

Letter of Transmittal

Summary Report
of the
Level I Recent Graduate Survey

The Level I recent graduate questionnaire was sent to one hundred thirty-five (135) former students who graduated since 1978. Two (2) surveys were returned by the U.S. Postal Service as undeliverable. Of the remaining one hundred thirty-three (133), forty-seven (47) were completed and returned for a 35% response rate.

1. The respondents:

37 = Hudson program	18 - Completed only Level I
10 = Watauga program	29 - Completed Level II
47 - Total	47 - Total

Note: Where no comparisons are made between the responses of graduates of the two program sites, there were no significant differences.

2. Date of graduation:

1978	1979	1980	1981	1982
8 (17%)	8 (17%)	4 (8%)	13 (28%)	14 (30%)

3. Employment status while in school:

	Did not work	Full-time	Part-time
All respondents	14 (30%)	5 (11%)	28 (60%)
Watauga respondents	6 (40%)	-	9 (60%)
Hudson respondents	8 (25%)	5 (16%)	19 (59%)

Students working part-time worked from eight (8) to thirty-two (32) hours per week. The average was eighteen (18) hours per week.

4. Current employment status:

Employed in Nursing	Employed - not in Nursing	Unemployed
44 (94%)	1 (2%)	2 (4%)

5. Reasons for unemployment or employment in another field:

In school	Prefer work in another field
2	1

6. If employed outside nursing, has your training been useful in your present job?

Yes	No
0	1*

*Secretary

7. If unemployed or employed outside nursing, have you been employed as a nurse at any time since your graduation?

Yes	No
1	2*

*1 - Secretary
1 - In school

8. Location of employment (those in nursing):

Service Area	Outside area but in state	Out-of-state	No Response
29 (66%)	3 (7%)	1 (2%)	11 (25%)

9. Present job title:
- RN staff/charge nurse (17)
- LPN staff/charge nurse (12)
- RN applicant (7)
- Director of Nursing
- Nurse Supervisor
- Head nurse
- Hemodialysis technician (LPN)
- Medication nurse (LPN)

Out of field:
- Secretary

10. Current average income and satisfaction (includes only LPN incomes):

Income/hour	Number of Responses	Is rate acceptable? Yes	No
$4 - $5	4 (22%)	2 (11%)	2 (11%)
$5 - $6	11 (61%)	10 (56%)	1 (5%)
$6 - $7	-	-	-
No Response	3 (17%)	-	-
	Totals	67%	17%

11. Currently licensed: 100% of the respondents reported being licensed in North Carolina. One respondent is also licensed in Tennessee.

12. Ratings of training areas:

	(4) Excellent	(3) Good	(2) Fair	(1) Poor	Need Further Training	Average: Hudson Program	Average: Watauga Program	Combined Average
Fundamental Skills	12	18	15	2	19	2.9	2.8	2.9
Medical	19	25	3	-	9	3.4	3.2	3.3
Surgical	20	23	3	1	8	3.4	3.1	3.3
Maternal-Infant	25	19	2	1	11	3.5	3.3	3.4
Maternal-Child	25	16	5	1	16	3.4	3.4	3.4
Pharmacology	15	15	8	9	14	2.9	2.5	2.8
Nutrition & Diet Therapy	2	8	13	24	29	1.7	1.9	1.7
Communication Skills	14	13	13	5	14	2.9	2.8	2.8
Professional Ethics	15	18	8	4	9	3.1	3.0	3.0

Comments (Watauga graduates):

Fundamentals
- More practice in basic skills

Maternal-Infant /Child
- Not enough patients in pediatric wing of Watauga Hospital for training students.
- There is a lack of pediatric patients at Watauga Hospital.
- Longer clinical time in OB and Peds.

Nutrition and Diet Therapy
- I feel I didn't learn that much in nutrition. Teacher wasn't good at all.
- Nutrition instructor did not get the information to the class in a way we could understand.
- I feel our nutrition training was poor.

Pharmacology
- Could have used more training in drug names and uses.

Other Comments
- Lectures in Med-Surg., pharmacology and nutrition were often disorganized and barely skimmed the surface.
- Due to the size of Watauga Hospital, it was impossible to get enough training in clinical.

Comments (Hudson graduates):

Fundamentals:
- Some skills, such as bandaging, could have been practiced more. We only had about one hour.
- In fundamentals, we used modules and didn't even know if our answers were right or wrong before we took a test.
- Needed more time in clinical setting for fundamentals.
- Fundamentals was unfair in that the textbook and the modules conflicted in many ways.

Maternal-Infant /Child
- At the time there were too few pediatric patients in the hospital.
- Needed additional clinical experience in maternal-child nursing.
- O.B. & Peds have too much to cover in one quarter.

Pharmacology
- Need more depth in pharmacology.
- More on drug interactions.
- Pharmacology classes were poorly taught.
- Different text in pharmacology.
- Classroom experience in pharmacology was poor.

Nutrition and Diet Therapy
- Nutrition was poorly taught.
- I did not like the materials used in nutrition and diet therapy, and the instructor did not have much knowledge in teaching the course.
- Did not go into depth in nutrition. Needed more time.
- Experience in nutrition was poor.
- Different text is needed in nutrition.

- Nutrition & diet therapy was a complete waste of time due to lack of preparation and /or lack of knowledge on the part of my instructor.
- Nutrition training was poor due to poor teaching.
- Nutrition instructor was too scientific and technical to the point that I just didn't fully understand it. Since I actually began working as an LPN in a clinical setting, I realize now just how important nutrition is related to a patient and his health. I wish I had received clearer instruction.
- Nutrition instructor usually talked "over the heads" of students.
- I learned more nutrition in OB than in the nutrition class.
- Nutrition was weak.

Other Comments:
- More time should be spent in the clinical area. I suggest 3 days a week, all the way through the program.
- One year is not enough time for sufficient experience. There is only enough time for simple basics and even an LPN needs more than this.
- I considered myself deficient in several areas. Any further training would have been useful.
- More emergency first aid.
- There have definitely been improvements made in the program since I had these subjects. I feel that the LPN program offered now is excellent, due to a change in instructors.
- More on electrolytes.

13. Ratings of related courses:

	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Not Applicable	Average: Hudson Program	Average: Watauga Program	Combined Average
Basic Life Science	29	16	-	-	2	3.6	3.7	3.6
Microbiology	17	17	7	3	3	3.1	3.1	3.1
English 101	12	24	4	1	10	3.1	3.2	3.2
General Psychology	11	15	10	7	4	2.7	2.5	2.7
Human Growth & Development	14	14	12	3	4	2.7	3.3	2.9
Sociology	17	14	10	-	6	2.8	3.5	3.2

14. Suggestions for other courses which should be included in the LPN (Level I) curriculum:

- (2) Abnormal psychology
- Applied science math
- Math for drug dose calculations
- Anatomy & physiology
- Medical terminology
- Legalities of nursing
- Death & dying
- Communication techniques
- Rehabilitation education
- Assertiveness training
- Speech

15. Were adequate and up-to-date supplies /equipment available during your training?

Yes	No	No Response
(85%)	(4%)	(11%)

16. Ratings of student support areas:

	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average: Hudson Program	Average: Watauga Program	Combined Average
Admissions Process	12	22	3	2	-	3.3	2.9	3.1
Registration Process	12	18	8	1	-	3.1	3.0	3.1
Financial Aid Assistance	11	8	6	2	12	3.1	3.1	3.0
Counseling Services	10	11	11	-	7	3.0	2.8	3.0
Career Information	7	11	9	2	10	2.8	2.7	2.8
Job Placement	4	7	6	-	22	2.8	2.8	2.9
Student Activities	5	12	10	2	9	2.8	2.5	2.7
Student Records / Transcripts	11	16	6	-	6	3.3	2.9	3.2
Bookstore	8	15	11	5	-	2.7	2.6	2.7
Parking	5	16	16	2	-	2.6	2.7	2.6
Food Services	3	13	13	10	-	2.3	2.1	2.2

Comments:

Registration
- New registration process took twice as long as old one
- New registration process is better than old one

Bookstore
- Bookstore needs to be open at all times

Food Services
- How about some health foods for once?

Other
- I was given incorrect information concerning GPA to be accepted into RN program.

17. Ratings of library services:

	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average: Hudson Program	Average: Watauga Program	Combined Average
Books	20	15	4	-	-	3.5	3.2	3.4
Magazines	16	12	5	5	-	2.8	3.3	3.0
Audiovisual materials (films, slides, tapes, etc.)	18	16	5	-	-	3.4	3.3	3.3
Audiovisual equipment	18	17	4	-	-	3.5	3.3	3.4
Library orientation	17	16	4	2	-	3.5	2.9	3.2
Individual assistance from library staff	25	9	3	-	-	3.8	3.3	3.6

Comments:
- (5) Better variety of nursing magazines
- Couldn't ask for a better staff
- Why isn't Caldwell a member of the Consortium?

18. Ratings of quality of instruction:

	Excellent	Good	Adequate	Poor	No Response
Hudson program	15 (32%)	13 (28%)	-	-	
Watauga program	4 (9%)	11 (23%)	-	-	
Combined	19 (41%)	24 (51%)	-	-	4 (9%)

19. If you had it to do over again, which type of program would you now prefer?

	LPN/ADN Option	Straight ADN	BSN	Would not choose nursing	No Response
Hudson program	13 (28%)	4 (9%)	6 (13%)	1 (2%)	
Watauga program	7 (15%)	-	7 (15%)	1 (2%)	
Combined	20 (43%)	4 (9%)	13 (28%)	2 (4%)	8 (17%)

Reasons for preference:

OPTION
- Being an LPN has given me an opportunity to work while I continue in the RN program.
- This gives a chance to decide about RN program after completion of 1 year.
- Allows student to be able to perform as an LPN and then, if so desired, continue for the RN degree.
- It is good to be able to have the work experience of LPN between the 2 years of training.
- This allows for growth and time for experience if one so desires and needs to work.
- I just want to be an LPN but it's nice to have an option.
- I find my profession as an LPN satisfying and job opportunities numerous.

BSN
- More job opportunities.
- 4-year program allows a longer time to assimilate learning.
- Might give me more clout and facilitate further education.

Would not choose nursing again
- I would have went to vetenarian school straight from high school.

20. If you had it to do over again, would you choose CCC & TI?

	Yes	No	No Response
Hudson program	22 (47%)	1 (2%)	9 (19%)
Watauga program	13 (28%)	1 (2%)	1 (2%)
Combined	35 (75%)	2 (4%)	10 (21%)

If no, where would you choose?
- (2) Four year program

21. Attempting to obtain or have obtained degree beyond LPN diploma?

	Yes	No	No Response
Hudson program	26 (55%)	5 (11%)	1 (2%)
Watauga program	7 (15%)	7 (15%)	1 (2%)
Combined	33 (70%)	12 (26%)	2 (4%)

If yes, where?
- (10) CCC & TI
- Western Piedmont C. C.
- Appalachian State University

22. Have attended workshops in nursing:

	Yes	No	No Response
Hudson program	18 (38%)	7 (15%)	7 (15%)
Watauga program	7 (15%)	7 (15%)	1 (2%)
Combined	25 (53%)	14 (30%)	8 (17%)

Graduates reported attending between two (2) and twenty-two (72) hours per year. The average was twenty-six (26) hours per year.

23. Suggestions for Continuing Education classes:
(see Appendix D: Level II Recent Graduate Summary, number 19)

24. Suggestions for improving program:
(see Appendix D: Level II Recent Graduate Summary, number 20)

Caldwell Community College & Technical Institute

1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

You, as a former student of Caldwell Community College and Technical Institute, are one of our most valuable sources for suggestions on how to improve our nursing programs. Please help us to better serve students and the community by completing and returning the enclosed form(s) by Friday, December 17, 1982. If you graduated from both nursing programs at CCC & TI, you will receive two forms. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response. Your answers will only be part of a composite report in which individual replies are not identified.

If you have any questions about this survey, please contact David Pipes at 728-4323. Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam

H. Edwin Beam
President

clw

Enclosures

TRUSTEES:
Chairman: John A. Forlines, Jr.; *Vice Chairman:* Donald W. Lackey; *Secretary:* Conley E. Starnes; *Treasurer:* Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix C

Summary Report of Student Follow-up

of

Level II Nursing Graduates before 1978

and

Letter of Transmittal

Summary Report
of the
Level II Early Graduate Survey

The Level II early graduate questionnaire was sent to seventy-six (76) former students who graduated before 1978. One (1) survey was returned by the U.S. Postal Service as undeliverable. Of the seventy-five (75) surveys delivered, seventeen (17) were completed and returned for a 23% response rate.

1. Year of completion:

1971	1975	1976	1977
2 (12%)	7 (41%)	5 (29%)	3 (18%)

2. Employment status while in school:

Did not work	Full-time	Part-time
6 (35%)	3 (18%)	8 (47%)

Note: Students working part-time worked from sixteen (16) to twenty-four (24) hours per week. The average was twenty-one (21) hours per week.

3. Present employment status:

Employed in Nursing	Unemployed
15 (88%)	*2 (12%)

*however, both reported having been employed or a nurse at some time since graduation.

4. Reasons for unemployment:

Cannot work / family situation	Prefer not to work
1	1

5. Location of employment in nursing:

Service Area	Outside area but in state	Out-of-state	No Response
6 (40%)	6 (40%)	-	3 (20%)

6. Present job titles:
   - Staff /charge nurse (8)
   - Public Health Nurse II (2)
   - Public Health Nurse Supervisor
   - Family Nurse Practitioner
   - Operating Room Supervisor
   - Relief Supervisor
   - Supervisor, Staff Development

7. Current average income and satisfaction:

Income /hour	Responses	Is rate acceptable? Yes	No
$5 - $6	1 (6%)	-	1 (6%)
$6 - $7	1 (6%)	-	1 (6%)
$7 - $8	5 (29%)	-	5 (29%)
$8 - $9	4 (23.5%)	2 (12%)	2 (12%)
$9 - $10	4 (23.5%)	2 (12%)	2 (12%)
$10 +	-	-	-
No Response	2 (12%)	-	-
	Totals	(24%)	(65%)

8. Currently licensed:

Yes	No Response
16 (94%)	1 (6%)

Note: All responding were licensed in North Carolina. One was also licensed in Florida and another in Georgia.

9. Ratings of quality of instruction:

Excellent (4)	Good (3)	Adequate (2)	Poor (1)
7 (41%)	5 (29%)	4 (24%)	1 (6%)

10. If you had it to do over again, which type of program would you now prefer?

LPN /ADN OPTION	Straight ADN	BSN	Would not choose nursing
6 (35%)	3 (18%)	7 (41%)	1 (6%)

Reasons for preference:

OPTION
- (2) This allows a choice. Many people would not enter the field if it were not for the LPN level.
- As an LPN you can work to help continue your education.
- I'm not interested in administration.

ADN
- After working with both 3 & 4 year graduates, I feel the 2-year program is well rounded.
- Only take state boards one time.

BSN
- I would prefer a BSN program if the BSN was reconstructed to meet the real needs of RN's and nationally standardized.
- The extra knowledge prepares you to give much better care to the sick.
- Better job opportunities.
- Will be necessary for advancement in near future.
- You're limited with an ADN.
- In the near future, BSN degree will be required.
- Most hospitals today prefer BSN behind your name instead of ADN.
- Length of time to get BSN is longer if you get ADN first.

Not Nursing
- Burn-out with administration, doctors and working conditions.

11. If you had it to do over again, would you choose CCC & TI?

Yes	No	No Response
12 (71%)	4 (23%)	1 (6%)

If no, where would you now choose?
- Forsyth Tech
- Lenoir Rhyne
- East Tennessee State University
- School with a BSN

12. Attempting to obtain or have obtained a degree beyond the A.A.S. degree:

Yes	No	No Response
6 (35%)	8 (47%)	3 (18%)

If yes, where?
- (2) Lenoir Rhyne
- UNC-CH
- Mars Hill College

13. Attended workshops or classes which keep one up-to-date:

Yes	No	No Response
15 (88%)	1 (6%)	1 (6%)

Graduates attending workshops reported attending from six (6) to one hundred twenty-five (125) hours per year. The average was forty (40) hours per year.

14. Suggestions for Continuing Education classes:
(see Appendix D: Level II Recent Graduate Summary, number 19)

15. Suggestions for improving program:
(see Appendix D: Level II Recent Graduate Summary, number 20)

Caldwell Community College & Technical Institute
1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

There is no substitute for experience, and your experience on the job could be very valuable in helping to improve and update the nursing programs at Caldwell Community College and Technical Institute.

As an alumnus of this institution, please take a few minutes and complete and return the enclosed form. Your responses are needed by Friday, December 17, 1982. A stamped and addressed envelope is enclosed for your convenience.

All information you supply will be held in confidence, and your name will never be associated with any response. If you have any questions about this survey, please contact David Pipes at 728-4323. Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam
President

clw

Enclosures

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Appendix D

Summary Report of Student Follow-up

of

Level II Nursing Graduates from 1978-1982

and

Letter of Transmittal

Summary Report
of the
Level II Recent Graduate Survey

The Level II recent graduate questionnaire was sent to one hundred thirty-one (131) former students who graduated since January 1, 1978. Sixty-eight (68) graduates returned completed forms for a 52% response rate.

1. Year of completion:

1978	1979	1980	1981	1982
6 (9%)	14 (21%)	14 (21%)	14 (21%)	20 (28%)

2. Employment status while in school:

Did not work	Full-time	Part-time
22 (32%)	6 (9%)	40 (59%)

Students working part-time worked from eight (8) to thirty-two (32) hours per week. The average was twenty-one (21) hours per week.

3. Present employment status:
100% indicated that they work in a job related to their training.

4. Present job titles:
- Staff/charge nurse (47)
- Shift supervisor (3)
- Director of Nursing (2)
- Nurse supervisor
- Supervisor trainee
- Head nurse
- Public health nurse in home health
- Nursing instructor
- IV nurse
- Private duty nurse
- Infection control/employee health nurse
- Scrub nurse

5. Location of employment in nursing:

Service Area	Outside area but in state	Out-of-state
43 (63%)	25 (37%)	-

6. Current average income and satisfaction:

Income /hour	Number of Responses	Is rate acceptable? Yes	No
$5 - $6	1 (1.5%)	-	1 (1.5%)
$6 - $7	11 (16%)	2 (3%)	9 (13%)
$7 - $8	29 (43%)	12 (18%)	17 (25%)
$8 - $9	20 (29%)	16 (24%)	4 (6%)
$9 - $10	4 (6%)	3 (4%)	1 (1.5%)
$10 +	2 (3%)	2 (3%)	-
No Response	1 (1.5%)	-	-
	Totals	(52%)	(47%)

7. Currently licensed: 100% of the respondents reported being licensed in N.C.

8. Ratings of training areas:

	(4) Excellent	(3) Good	(2) Fair	(1) Poor	Need Further Training	Average
Fundamental Skills	32	27	6	-	12	3.4
Medical	38	25	5	-	11	3.5
Surgical	35	27	5	1	13	3.4
Maternal-Infant	26	32	8	2	21	3.2
Maternal-Child	26	28	11	3	21	3.1
Psychiatric	6	24	20	16	29	2.3
Pharmacotherapeutics	13	23	20	8	25	2.6
Diet Therapy	14	9	28	17	26	2.3
Leadership	27	19	14	7	22	3.0
Communication Skills	18	26	15	6	22	2.9
Professional Ethics	28	22	13	4	16	3.1

Comments:

Maternal-Infant / Child

- Need more training in OB, especially on how duties of RN are different from an LPN
- Maternal-child cinical was inadequate
- More clinical in OB
- More time for OB & Peds but instructors were good
- Maternal-Infant & Maternal-Child need more than ½ quarter each. We had to cover too much material in a short amount of time
- OB & Pediatrics need to be expanded to 1 quarter each
- More clinical experiences in Maternal-Infant & Maternal-Child
- (7) Too few pediatric patients
- Number of weeks spent on OB-GYN & Peds is too short for importance of knowledge needed to practice in these areas
- Maternal-Child was very inadequate at Caldwell Memorial Hospital. We saw few patients go through labor & delivery. Having clinical on second shift causes students to really miss out on a lot.
- OB in Boone was terrible.

Psychiatric

- (2) Psychiatric instruction was poor
- Psychiatric training was less than adequate.
- Needed a different approach to teaching
- Psychiatric should contain more realistic preparation for state boards
- Psychiatric program was poorly structured and instructor was unfair to some of the students
- More experience communicating with psychiatric patients
- Psychiatric instruction was not comprehensive
- Psychiatric nursing was weak
- Psychiatric course had no objectives and was very poor
- In psychiatric nursing we only used Broughton as a clinical site. It would have been good to compare care in a private hospital.
- Needed more education in psychiatric
- Needed more in psychiatric and patient intervention

Pharmacotherapeutics

- (2) More intense pharmacotherapeutics
- (2) Pharmacology was weak
- Better pharmacology course

Diet Therapy
- Need a better qualified teacher for diet therapy
- More on vitamins

Leadership
- I feel we were insufficiently trained in the theory and practice of leadership and assertiveness skills. Reality shock was the hardest in this area.
- There was practically nothing offered in leadership
- Needed more communication and leadership experience

Other Comments
- (2) More emphasis on clinical experiences.
- More clinical in specialized areas
- More time in ICU and ER
- CCU and ICU too limited
- Need hands on use of equipment - IV pumps, pacemakers, Swan-Ganz, CBI irrigations, etc.
- Not sufficient time for clinical exposure to varied illnesses & procedures
- There was generally poor instruction, confusion, mistrust, no understanding and unequal treatment of students except in psychiatric
- Needed better instruction in all areas
- I understand the need for teaching idealistic nursing but some realistic training would have been worthwhile, especially in sighting nurses' pay rates and care plans
- In the medical field, additional training and practice are always desirable
- I don't feel that more training or practice would hurt anyone in the nursing profession
- One can always use more training. The outside education resources through the hospital are poor.

9. Ratings of related courses:

	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Not Applicable	Average
Anatomy/ Physiology	49	12	5	-	2	3.7
Microbiology	36	17	8	4	3	3.3
English 102 & 103 or 104	13	22	13	3	12	2.9
Abnormal Psychology	10	14	22	20	2	2.2

10. Suggestions for other courses which should be included in the RN (Level II) curriculum:
- (6) Leadership
- (3) Management
- Roles of leadership and management
- (6) Chemistry
- (3) More math (dose calculations)
- (2) More psychology courses
- (2) More pharmacology
- (2) Dealing with hard-to-deal-with people and patients
- (2) More relating to communication skills
- More English courses
- More instruction on emergency situations
- Cultural anthropology
- Assertiveness
- More training in physical assessment
- Use of medical terms
- Geriatric nursing

- Post mortems in anatomy
- Class on IV medications
- Death and dying
- Mandatory PE classes as a break from too much academia
- Public Relations
- Review class for state board examinations
- Fewer lectures by doctors
- Eliminate sociology

11. Were adequate and up-to-date supplies and equipment available during your education?

Yes	No	No Response
61 (90%)	3 (4%)	4 (6%)

If no, what is needed?
- Test tubes
- IVacs
- More up-to-date equipment on campus
- Better hospitals

12. Ratings of student support areas:

Support Service	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average
Admissions Process	17	34	15	2	-	3.0
Registration Process	16	34	15	3	-	2.9
Financial Aid Assistance	14	11	12	8	23	2.7
Counseling Services	15	17	17	8	11	2.7
Career Information	11	14	18	8	17	2.5
Job Placement	4	8	12	8	36	2.25
Student Activities	9	16	25	6	12	2.5
Student Records/Transcripts	20	28	15	2	3	3.0
Bookstore	14	26	21	7	-	2.7
Parking	11	21	25	11	-	2.5
Food Services	4	17	25	21	1	2.1

Comments/Suggestions for improvement:

Admissions/Registration:
- Admissions and registration have been much improved by computer system
- Admissions and registration process too tedious and faculty not very willing to help

Bookstore
- Bookstore doesn't keep adequate hours
- Bookstore closed at inconvenient times
- Bookstore needs to be open more hours and have more books
- Bookstore doesn't have adequate books or extra reference books
- Bookstore seemingly always out of needed materials/books
- Bookstore clerk rude and was always on phone
- Bookstore too expensive
- I found many of my books at more reduced prices than those in the bookstore

Food Services
- (3) Provide grill service
- Food very poor
- Food too expensive and not much selection

Other Comments
- Counselor violated my confidentiality
- Administrative personnel, financial aid officer and counselors need to more helpful and courteous. They act as if students are a bother - a necessary evil.

13. Ratings of library services:

Service	(4) Excellent	(3) Good	(2) Adequate	(1) Poor	Don't Know	Average
Books	33	29	6	-	-	3.4
Magazines	32	23	7	5	1	3.2
Audiovisual materials (films, slides, tapes, etc.)	31	28	6	2	1	3.3
Audiovisual equipment	33	25	8	1	1	3.3
Library orientation	30	18	11	6	3	3.1
Individual assistance from library staff	47	13	7	-	1	3.6

Comments / Suggestions for improvement:
- (5) More nursing magazines
- Large number of medical magazines are not available
- Need to get better books pertaining to required subjects
- Library too noisy at times
- Excellent library staff and equipment
- (2) Staff in library can't be beat
- A total expansion of the whole library would be wonderful

14. Ratings of quality of instruction at CCC & TI:

Excellent	Good	Adequate	Poor
34 (50%)	32 (47%)	1 (1.5%)	1 (1.5%)

15. If you did it over again, which type of program would you now choose?

LPN with ADN option	Straight ADN	BSN	Would not choose nursing again
28 (41%)	6 (9%)	30 (44%)	4 (6%)

Reasons for preference:

OPTION
- (7) Like having an LPN license and working as an LPN during my RN training.
- (3) Option allows you to see if you want to be a nurse first. Then the option for RN is there.
- I liked the idea that if I had only gotten to go one year, I would not have just wasted it.
- The people who are not completely sure they want nursing can find out in one year instead of two.
- You do not lose a year if you cannot go on to ADN.
- Some people want the working experience as an LPN before opting to go on.

- Due to how much time a person can spend in school at one time. This program gives you a better chance to continue later.
- After being an LPN for two years, I was sure I wanted to continue in nursing.
- The basics a person learns in LPN are much better than straight ADN.
- The experience gained as an LPN.
- If you don't pass RN boards, you have an occupation to fall back on.
- ADN nurses seem to have more practical experience and better courses.
- Practicality and economy.
- Many people would not enter the field if it were not for the LPN level.
- I'm not interested in administration.

Straight ADN
- Most amount of preparation for the least time.
- I'd just as soon get it all at one time.
- After being an LPN for several years, I found it hard to begin school again.
- After working with both 3- and 4-year graduates, I feel the 2-year program is well rounded.
- Only take state boards one time.

BSN
- (6) More options/job opportunities for graduates.
- (2) Because of today's push toward 4-year degrees.
- (2) I feel this will soon be required.
- (2) Increased educational demands by employers.
- (2) More employers prefer BSN.
- We are now pressured to get a BSN degree. If I knew this from the start, I would have planned on it.
- There is a strong move toward encouraging BSN. Salary improves and you're considered more acceptable.
- It's too complicated to get a BSN now.
- I could not return to school now to get a BSN and many courses from CCC & TI will not transfer.
- Broader academic training in BSN.
- To further my education.
- I did not give as much time to liberal arts courses as I would have liked.
- I'm high falutin' and refuse to tip my hat to anyone.
- The extra knowledge prepares you to give much better care to the sick.
- You're limited with an ADN.
- Length of time to get BSN is longer if you get ADN first.
- I would prefer a BSN program if the BSN was reconstructed to meet the real needs of RN's and nationally standardized.

Would Not Choose Nursing Again
- Lack of pay, lack of help, and lack of respect from doctors.
- Burn out with administration, doctors, and working conditions.

16. If you did it over again, would you choose CCC & TI?

Yes	No	No Response
52 (76%)	12 (18%)	4 (6%)

If no, where would you now choose to attend?
- (5) BSN program
- (2) Western Carolina University
- (2) CVTC
- Wilkes Community College

17. Attempting to obtain or have obtained degree beyond A.A.S.:

Yes	No
27 (40%)	41 (60%)

If yes, where?
- (9) CCC & TI
- (3) UNCC
- (3) Lenoir Rhyne
- (2) ASU
- UNC-CH
- UNC-G
- St. Joseph's College (Maine)
- LSU (Louisiana)
- Greensboro College
- Gaston College
- Western Piedmont Community College
- St. Petersburg Junior College (Florida)

18. Attended workshops in nursing:

Yes	No	No Response
53 (78%)	12 (18%)	3 (4%)

Graduates reported spending from two (2) to one hundred fifty (150) hours per year in nursing related workshops since graduation. Twenty-eight (28) hours per year was the average.

19. Suggestions for Continuing Education classes from both early and recent graduates in Levels I and II:
- (4) Management & supervision
- Leadership
- (2) Interpersonal /communication skills
- (2) Assertiveness training
- (4) Stress management
- (4) Legal aspects of nursing
- (3) Emergency care
- (3) Critical care nursing (ICU)
- Trauma nursing
- Primary care nursing
- (4) Death & dying (patient & family)
- (2) Hospice
- (8) Coronary care nursing (procedures & equipment)
- (2) EKG monitoring
- (3) Psychiatric nursing
- (2) The alcoholic patient
- The depressed patient
- Meeting the emotional needs of the patient
- Geriatrics
- Nursing home care
- Physical assessment of the elderly
- (2) Maternal-infant care
- OB-GYN updates

- Orthopedics
- Urology
- Diabetes
- Neurology
- Med-surg.
- Pharmacology
- Dose calculation
- Statistics
- Dialysis (procedures & equipment)
- Sickle-cell anemia
- Respiratory assessment
- Nursing care for cancer patients
- Rhye's syndrome
- Operating room (procedures & equipment)
- Hemodynomic monitoring
- Patient care planning
- Industrial nursing
- Correctional health care (prison inmates)
- Therapeutic touch
- Sigs language
- Aspects of holistic health
- ACLS
- (3) Anything for CE credits

20. Comments /suggestions for improvement from graduates and early leavers, Level I & II:

Instruction
- (2) More basic first aid instruction
- More on intensive care situations, trauma, codes & neurological conditioning
- Less homework
- Less busy work. More emphasis on skills needed for jobs in this field. Your instruction does not exhibit a realistic approach to jobs open in this field.
- More classroom work
- A more direct approach needs to be implemented in developing or enhancing an appropriate attitude in each student about the role and function of a nurse and its ultimate effect on the well-being of the patient.
- Program needs to prepare students more for the reality of working as a nurse. This has been the biggest problem I have faced. In clinical training I only had two patients at a time to provide care for. Now I have had as many as twenty at a time to give needs to, chart, and give patient care.
- Students need to be oriented to more than one patient at a time.
- Please get abnormal psychology and psychiatric nursing courses coordinated so there isn't a constant struggle to understand the material. It has been shown that nurses who take the board exam fall low on the psychology questions.
- Teach how to get along with surgeons & other difficult people
- Consider a geriatric module with rotation through appropriate sites

Instructors
- Have caring instructors
- More positive attitude of instructors and less threatening toward students in class
- Instructors should be more helpful when students go to them for help
- At times I felt instructors could be a little more helpful and have more open minds

- Keep good instructors
- Continue to provide the best nursing instructors available; for the most part, mine were excellent.
- Make sure your staff is qualified.
- Program needs more experienced instructors and ones that have proven themselves as good role models.

Curriculum
- Add one quarter to Level II to allow more time in OB and Pediatrics
- More psychology and less English
- Less English instruction
- Eliminate English courses
- More anatomy and physiology
- Give option to students for extra credits in their specific field or interest
- I like the idea of the quarter break between Levels I & II. This was not the policy when I attended and that first quarter in Level II seemed overwhelming with the state board exam in October.
- Course load too demanding
- Less demanding course load and longer period of time for completion of courses
- Instead of a seminar, a review of material could be more useful in preparing for state boards
- Start RN program in Boone
- More surgical & CCU rotation. I don't think we covered aspects of dealing with heart patients and reading an EKG (1975).
- (3) More clinical
- (2) More hospital and supervisor related work
- Less homework

BSN
- (5) Offer satellite BSN program
- (3) Give opportunity for BSN degree at CCC & TI
- (2) Offer classes for RN's who would like to work toward their BSN degree

Admissions
- Screen applicants more carefully
- Admissions process into RN program needs to be changed. It is not fair for students from the other schools to be accepted before students who enrolled at CCC & TI.
- Better screening of applicants by a board of nurses and do away with "first come-first served"

Other Comments
- It is a very good program
- Very good program; helped me a lot
- I thought it was a good program that prepared you for State Boards with excellent instructors.
- I think CCC & TI is an excellent school
- Judging from your excellent results on the state boards, my only comment would be "keep up the good work!"
- I'm impressed with the quality of nurses who are graduates of CCC & TI
- I liked the leadership quality at CCC & TI. You just need to expand on what you have, but keep the program reasonable so students can attend and get credits that can be transferred to 4-year programs.
- When I was there, I was very pleased with the quality of education in nursing. Keep this field of training going at CCC & TI. Thank you sincerely for the experience there. It has helped me tremendously.
- Advise people before they start to get non-nursing courses off. I had four years of college, so I didn't have to take these courses. I could have had a very difficult time doint it all at once.
- I feel with only 2 years of nursing school completed, an ADN needs a one-year internship in which she is only a direct patient care nurse where no leadership qualities are needed.

- Students should be proud to attend CCC & TI, although most of us think we don't like it at the time.
- As a former student and also based on my observations of clinical rotations, I have concluded that favoritism is shown to many students regardless of qualifications or knowledge. I have also had the opportunity to supervise many of your graduates and their lack of knowledge is sometimes alarming to our entire staff. Needless to say, this can be detrimental to the life of a patient. I often hesitate to engage in conversation with several of your present instructors due to their lack of interest. Your program is definitely deteriorating and this grieves me. I used to have pride in our school and its graduates.
- Students should be given an opportunity to attend local workshops offered by nursing associations.
- Alleviate stress - 1 year ages one 10 years
- Attitudes toward students needs improvement on the part of instructors and administration (personnel). There is consistently a degrading attitude displayed by many of the staff. Perhaps the entire staff needs to be reminded regularly that the school's students keep their salaries coming in.
- Caldwell Memorial Hospital nurses do not like our nursing students. This is a problem we have to overcome.
- NLN approval so that graduates may be commissioned as officers in the military.
- I think it would help to visit other hospitals and see how things are done.

Caldwell Community College & Technical Institute

1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Graduate:

You, as a former student of Caldwell Community College and Technical Institute, are one of our most valuable sources for suggestions on how to improve our nursing programs. Please help us to better serve students and the community by completing and returning the enclosed form(s) by Friday, December 17, 1982. If you graduated from both nursing programs at CCC & TI, you will receive two forms. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response. Your answers will only be part of a composite report in which individual replies are not identified.

If you have any questions about this survey, please contact David Pipes at 728-4323. Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam
President

clw

Enclosures

TRUSTEES
Chairman: John A. Forlines, Jr., *Vice Chairman:* Donald W. Lackey, *Secretary:* Conley E. Starnes, *Treasurer:* Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix E

Summary Report of Student Follow-up

of

Level I and Level II Early Leavers

from

1978-1982

and

Letter of Transmittal

Summary Report
of the
Level I & Level II
Early Leaver Survey

The early leaver questionnaire was sent to fourteen (14) Level I and thirteen (13) Level II students who did not complete requirements for graduation. Four (4) Level I and three (3) Level II students returned completed questionnaires for a 26% response rate. Early leavers must have completed at least thirty-two (32) hours of credit before being surveyed.

1. Last quarter and year of enrollment:

Level I

- (1) Winter 1979-80
- (1) Spring 1980
- (1) Fall 1981
- (1) Spring 1982

Level II

- (1) Winter 1979-80
- (1) Spring 1982
- (1) Summer 1982

2. Reason for discontinuing studies:
   - (3) Course load was too demanding (2-Level I, 1-Level II)
   - (2) Personal problems
   - Employment
   - Home /family needs
   - Financial

3. Employment status while in school:

	Did not work	Worked part-time	Worked full-time
Level I	3 (43%)	1 (14%)	-
Level II	1 (14%)	1 (14%)	1 (14%)
Combined	4 (57%)	2 (28%)	1 (14%)

4. Present employment status:

	Part-time	Full-time	Unemployed
Level I	1 (14%)	-	3 (43%)
Level II	-	3 (43%)	-
Combined	1 (14%)	3 (43%)	3 (43%)

5. Present job titles:

Level I

- Textile worker

Level II

- LPN charge nurse
- LPN psychiatric nurse
- Filler operator (Travenol Labs)

6. Do you use your training in your present job?

	Yes	No
Level I	-	1
Level II	2	1

7. Ratings of quality of nursing instruction:

	Excellent	Good	Adequate	Poor
Level I	1 (14%)	1 (14%)	1 (14%)	1 (14%)
Level II	1 (14%)	-	-	2 (28%)
Combined	2 (28%)	1 (14%)	1 (14%)	3 (43%)

8. Ratings of quality instruction in related courses:

	Excellent	Good	Adequate	Poor
Level I	2 (28%)	1 (14%)	1 (14%)	-
Level II	-	2 (28%)	1 (14%)	-
Combined	2 (28%)	3 (43%)	2 (28%)	-

9. Have you or do you intend to continue your formal education?

	Yes	No	No Responses
Level I	2 (28%)	1 (14%)	1 (14%)
Level II	2 (28%)	1 (14%)	-
Combined	4 (57%)	2 (28%)	1 (14%)

If yes, in what field
- LPN training
- RN training

10. Suggestions for improving student services:
    - More counseling and more sincere, straight forward answers to questions.
    - Perhaps a little more guidance and encouragement for the older student returning after years of absence from school, who in taking such a big step may lack the confidence to function at her full capacity.
    - The bookstore should have more books to help students in their difficult subjects.

11. Suggestions for improving program:
    (see Appendix D: Summary Report of Level II Recent Graduate Summary, number 20)

Caldwell Community College & Technical Institute

1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Former Student:

You, as a former student of Caldwell Community College and Technical Institute, are one of our most valuable sources for suggestions on how to improve our nursing programs. Please help us to better serve students and the community by completing and returning the enclosed form by Friday, December 17, 1982. A stamped, addressed envelope is enclosed for your convenience.

If you desire to sign your name, a place is provided. If you wish for your responses to be anonymous, do not complete the name and address section of the form. All information you supply will be held in confidence, and your name will never be associated with any response. Your answers will only be part of a composite report in which individual replies are not identified.

If you have any questions about this survey, please contact David Pipes at 728-4323. Your cooperation in this improvement effort will be appreciated.

Sincerely,

H. Edwin Beam

H. Edwin Beam
President

clw

Enclosures

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Appendix F

Summary Report of Advisory Committee

Member Evaluations

of the

Nursing Program

Summary Report

of the

Advisory Committee Member Evaluations

of the

Nursing Program

Please rate the following:	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	Don't Know (0)	Not Applicable (0)	Adequate
1. Student preparation for seeking employment (such as completion of application, presentation of self, interview process).	-	4	-	-	-	1	3.0
2. Student technical preparation for entry-level employment (skills and knowledge).	-	3	1	-	-	1	2.75
3. Student preparation concerning work habits, attitude and work quality.	2	2	-	-	-	1	3.5
4. College response to labor force and employment training needs for nursing.	1	4	-	-	-	-	3.2
5. College provision for training and upgrading personnel currently employed in nursing.	-	3	-	-	1	1	3.0
6. College response to changing technology and procedures in nursing.	1	3	-	-	-	1	3.25
7. Adequacy and relevancy of equipment, supplies and facilities used in training students.	-	4	-	-	-	1	3.0
8. College efforts in recruiting minority and disadvantaged students.	-	3	-	-	1	1	3.0

Please answer the questions below.
(Use extra sheets if necessary.)

9. What are the principal strengths of the nursing program?
   - Concern for the student as an individual.
   - Desire to continually upgrade quality of program.
   - Adequately prepares student nurses to accept responsibilities and challenges that the RN is faced with.
   - Psychomotor skills (of students) are excellent.
   - An option program allows qualified LPN's to upgrade without repeating course work.
   - Good psy. background - whole pt.
   - Self-directed
   - I am unable to list but the end result, the graduate we employ, is excellent. This means that faculty, facilities and student selection must be good.

10. What are the principal needs for improvement in the nursing program?
    - Stabilize faculty
    - Clinical learning could be better if hospital registered nurses could be used to help teach the students.
    - There must be a way of exposing the student to the physicians and the responsibilities so as to help the new nurse with "reality shock".

11. During the past, has your agency or office hired students from the nursing program?
YES 4 NO 1

If yes, what is your professional evaluation /opinion of these students?
- as a group, excellent
- they do well and seem to be well prepared
- excellent
- The four (4) we have hired have functioned well in our practice setting. Community health is a different area, so quite naturally we had to provide additional training, but the basic skills of these nurses were good.

12. Has your advisory committee helped to improve the instructional program in the nursing program (such as assisting staff on curriculum development or revision, arranging field trips, identifying work experience and employment opportunities)?
YES 3 NO 1

If no, why not?
- I haven't been involved to the extent listed above, but more in listening and "advisory".

13. In what ways could the involvement of the advisory committee be increased?
- More knowledge of the organization and the hierarchy which has influence on the program.
- More involvement with the students - in the clinical area maybe.
- I like to think of the committee as a support system for the program. I'm not certain that its involvement should be increased.

14. How long have you been a member of this advisory committee?
- 1 month
- 1½ years
- 2 years
- Since the beginning

15. Do you consider your membership on this committee worthwhile?
YES 6 NO 0

Comments:
- I feel that working as a staff nurse, I can also relate to many of the students and problems they face.
- Yes, as a source of information for me, as an update as to what is happening at the school. It also gives an opportunity to respond to changes suggested or being considered.
- 3 p.m. meetings in the middle of the day are quite difficult to attend.

Appendix G

Summary Report

of the

Nursing Employer Survey

and

Letter of Transmittal

Summary Report
of the
Employer Survey

Thirty-nine (39) employers and /or supervisors of nursing program graduates were sent questionnaires. Twenty-one (21) responses were received for a 54% response rate.

Please answer questions for both LPN & RN programs when indicated.

	LPN	RN
1. How many nurses do you now employ?	- A range of 0 to 55 - An average response of 14	- A range of 2 to 165 - An average response of 34
2. Have you employed nurses from the CCC & TI programs in the past? (please circle your answer)	Yes - 15 No - 4	Yes - 18 No - 3
3. How many nursing graduates from CCC & TI do you currently employ?	- A range of 0 to 25 - An average response of 2	- A range of 0 to 45 - An average response of 4

4. Please indicate your general assessment of these graduates on the following items:

LPN:	Excellent (3)	Good (2)	Poor (1)	Not Applicable	Average
Cooperation / Attitude	6	7	-	8	2.5
Punctuality	5	8	-	8	2.4
Communication Skills	5	8	-	8	2.5
Organization	3	10	-	8	2.2
Professional Appearance	4	9	-	8	2.3
Professional Ethics	3	10	-	8	2.2
Knowledge of Nursing Principles	4	9	-	8	2.3
Technical Skills	4	9	-	8	2.3
Providing Patient Care	5	8	-	8	2.5
Patient Education	2	8	2	9	2.0
Medication Administration	3	10	-	8	2.2
Maintaining Medical Records	3	9	1	8	2.1

Suggestions for improving areas rated "poor".

- Documentation and charting skills are poor

- CPR technical skills are poor, needs to be more extensively discussed and practiced within the clinical setting

RN:	Excellent (3)	Good (2)	Poor (1)	Not Applicable	Average
Cooperation / Attitude	8	10	-	-	2.4
Leadership	7	10	1	-	2.4
Punctuality	8	10	-	-	2.4
Communication Skills	4	14	-	-	2.2
Organization	7	10	1	-	2.3
Professional Appearance	9	9	-	-	2.5
Professional Ethics	9	9	-	-	2.5
Knowledge of Nursing Principles	9	9	-	-	2.5
Technical Skills	10	8	-	-	2.6
Providing Patient Care	12	6	-	-	2.7
Patient Education	6	12	-	-	2.3
Medication Administration	9	8	-	1	2.5
Maintaining Medical Records	5	12	1	-	2.2

5. In general, how would you rate the performance of nursing graduates from CCC & TI with graduates from other schools?

LPN		RN	
3 (25%)	Much better	4 (24%)	Much better
4 (33%)	Some better	7 (41%)	Some better
5 (42%)	About the same	5 (29%)	About the same
-	Slightly poorer	1 (6%)	Slightly poorer
-	Much poorer	-	Much poorer

6. Please state the major source(s) (schools / programs) of your current nursing employees.
   - 11 - Hospital-based programs
   - 6 - CCC & TI
   - 3 - Western Piedmont C. C.
   - 2 - CVTC
   - 1 - Mitchell C. C.
   - - Lenoir Rhyne
   - - University of Maryland
   - - Clemson Univ.
   - - UNC - G
   - - UNC - CH
   - - Indiana Univ.
   - - Sacred Heart College

7. Please state your main source(s) for new employees.
   - 18 - Applicant applies on own initiative
   - 4 - Newspaper ads
   - 3 - State Registry (Office of State Personnel)
   - 2 - Mutual acquaintance

8. How many nursing positions do you currently have open?

	Average Response
Nursing Assistant	.63 positions / Range 0 to 3
LPN	.63 positions / Range 0 to 4
RN	1.42 positions / Range 0 to 5

9. What is your estimate of labor demands for nursing in the next 4-5 years?

Nursing Assistant		LPN		RN	
7 (33%)	Increasing demand	6 (28%)	Increasing demand	14 (67%)	Increasing demand
4 (19%)	Stable demand	10 (48%)	Stable demand	6 (28%)	Stable demand
10 (48%)	Decreasing demand	5 (24%)	Decreasing demand	1 (5%)	Decreasing demand

10. What type of program do you prefer to hire nursing employees from?

1 (5%) ADN 3 (14%) BSN 1 (5%) Hospital-based Diploma 14 (67%) No Preference

2 (9%) No Response

11. What do you do to encourage your nursing staff to seek continuing education in nursing?
- 9 - Provide continuing education funds
- 7 - Schedule time off
- 6 - Offer in-house programs
- 4 - Tuition / Registration payback program
- 4 - Post program information
- 2 - Verbal encouragement
- 1 - Peer consultation
- 1 - Not enough
- 1 - Yes

12. What classes, workshops, etc. would you like to see offered through CCC & TI in the future? (Please state a time preference if this is important.)
- 3 - Geriatrics and gerontology
- 2 - Nutrition
- 1 - Medication administration (actions, reactions and error prevention)
- IV therapy
- LPN IV classes
- Physical assessment
- Developmental screening procedures
- The psychiatric patient-management & observation
- Psychotropic medication
- New drugs
- Primary nursing
- Skin care
- Techniques of documentation without interferring with patient care
- Classes for the C.O.R.T., O.R. nurses & nursing assistants
- Management for supervisors & head nurses
- Leadership skills
- Local preparation for BSN

Comments:
- Can you have workshops in Banner Elk?
- I would like to see Caldwell work with AHEC if possible since CCC & TI offers programs below cost compared with AHEC

Time Preference:
2 - During the day
1 - Evenings

Would you send your nursing employees to the classes, workshops, etc. you have suggested above? 17 YES 0 NO

13. Please make any suggestions for improvements in or updating of the nursing programs:

Training:
- Stress professionalism & professional responsibility
- Graduates need to know where to find information and not the attitude of memorizing everything
- I would like to see an internship to allow students to put into practice what they have learned prior to being put into situations they are not prepared for. It is not fair to them.

BSN Focus:
- Stimulate dialogue to ascertain transfer credit from community colleges to any school of higher learning without loss of hours
- A program set up to facilitate obtaining a BSN without having to redo most courses

Comments:
- Nurses are usually well prepared after graduating from CCC & TI. Transition to RN usually smooth - especially for those who have worked as Nursing Assistants
- I am pleased with our nursing programs at Caldwell and I have no requests or suggestions for change at this time

Caldwell Community College & Technical Institute

1000 Hickory Boulevard, Hudson, North Carolina 28638-1399
Phones: Lenoir-704/728-4323 or Granite Falls-704/396-3311
H. EDWIN BEAM, *President*

Dear Employer:

Your help is needed! We are currently conducting a study to evaluate the effectiveness of the Industrial Maintenance program offered to Caldwell Community College and Technical Institute students. As an employer, your opinions are valuable.

Will you please take a few minutes to complete this form and help us in our efforts to better serve students and the community? No employer will be identified in the results of this study, and all responses will be kept in complete confidence.

Your answers will help us to identify the strengths and weaknesses of our present Industrial Maintenance program and plan for the future. You will be making a valuable contribution to the improvement of the training of future students. Please complete and return the forms by Monday, March 14. A stamped, addressed envelope is enclosed for your convenience.

Your cooperation will be appreciated.

Sincerely,

H. Edwin Beam
President

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Enclosure

TRUSTEES
Chairman: John A. Forlines, Jr.; Vice Chairman: Donald W. Lackey; Secretary: Conley E. Starnes; Treasurer: Myron L. Moore, Jr.
Sandra M. Austin, Robert S. Belk, E. M. Dudley, T. Jack Fox, Allen R. Hefner, Brent B. Kincaid, William M. Lovelace, Jr., Linda M. McGee & SGA President

Appendix H

Summary Report

of the

Instructor/Supervisory Evaluation

of the

Nursing Program

and

Student Support Services

Summary Report
of the
Instructor /Supervisory Evaluation of Nursing Program
and Student Support Services

Please rate the following and make comments, especially concerning areas rated "Needs to improve."	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Not Applicable (0)	Average
I. Program					
A. Goals and Objectives					
1. The program reflects the philosophy and purpose of the institution and the needs of the students.	5	1	-	-	2.8
2. Written program goals are understood and committed to by administrators, counselors and instructors.	5	1	-	-	2.8
3. Copies of the school catalog are readily available to faculty and students.	6	-	-	-	3.0
4. Written program objectives are on file and stated in measurable terms.	4	2	-	-	2.7
5. Written program objectives are readily available to current and potential students.	4	2	-	-	2.7
6. Labor market and community needs are used as a basis for planning and evaluating program and course content.	4	1	1	-	2.5
7. Professional /Industry standards and trends are used to develop and evaluate the program and course content.	6	-	-	-	3.0
8. There is evidence of liaison between each instructor and the department chairperson and the respective business or industry.	5	1	-	-	2.8
9. The Operational Budget for the Program					
- is planned with instructor input.	5	-	1	-	2.7
- is adequate for achieving program objectives.	4	2	-	-	2.7
- is based on program priorities.	4	2	-	-	2.7
- supports scheduled equipment replacement and repair.	3	3	-	-	2.5
10. Procedures for handling emergencies are clearly understood by program personnel.	4	2	-	-	2.7

Comments:

(#6) - We need to survey area institutions for RN needs.
(#6) - I feel this needs to be clearly assessed & utilized to determine the number (of students) admitted each year.
(#9) - Faculty has little understanding of budget.
(#10) - What emergencies?

B. Instruction					
1. The instructional program provides learning experience for skills development that is essential for entry level into the occupational field.	5	1	-	-	2.8
2. Course outlines and behavioral performance objectives have been developed and are used to keep students aware of their progress.	5	1	-	-	2.8

	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Not Applicable (0)	Average
3. Records showing the progress of the individual student are maintained by instructors.	5	1	-	-	2.8
4. There is a continuous effort by instructors to determine the reliability and validity of the methods of evaluation.	5	1	-	-	2.8
5. The number of instructors is adequate to meet individual student needs.	6	-	-	-	3.0
6. Adequate academic counseling is available for students.	4	2	-	-	2.7
7. The instructional staff, full and part time, is qualified by appropriate degrees, experience and /or certification.	6	-	-	-	3.0
8. Health emphasis, job safety, and fire prevention are an integral part of instruction.	4	2	-	-	2.7
9. The program includes instruction which helps students understand employee responsibilities and rights.	5	1	-	-	2.8
10. The program includes instruction which helps students understand the principles of business operation and cost of doing business.	-	3	1	2	1.8
11. Related support courses outside the core curriculum are relevant to desired program outcomes.	2	4	-	-	2.3
12. There is evidence of cooperation between departments to insure the proper scope and sequence of related support courses.	5	1	-	-	2.8
13. Assistance is provided for students with special needs.	3	2	-	1	2.6

Comments:

(#2) – Course outlines and behavioral objectives could be more consistent in format for all courses.
(#3) – We could use a consistent record system for clinical (anecdotals).
(#10) – Not aware of this in the program.
(#17) – Need a psychology course which goes into self understanding more.

C. Equipment, Supplies and Facilities

1. To ensure skill proficiency, sufficient practice is provided for the student with appropriate and suitable equipment similar to that currently accepted in business and industry.	2	4	-	-	2.3
2. All instructional equipment and supplies are safe, functional and well maintained.	4	1	1	-	2.5
3. Instructional equipment and supplies are in sufficient supply to serve the needs of students.	4	1	1	-	2.5
4. The program has a system of supply and equipment inventory which includes instructional and non-instructional items.	6	-	-	-	3.0
5. First aid supplies are readily available and accessible.	3	3	-	-	2.5
6. Instructional facilities (excluding equipment)					
- are functional	4	2	-	-	2.7
- are adaptable to changing instructional approaches and special student needs	3	2	-	1	2.6
7. Scheduling of facilities and equipment for the program is planned for optimum use.	5	1	-	-	2.8
8. There is adequate lighting, heat and ventilation in program classrooms, laboratories and /or shop areas.	3	1	2	-	2.2

Comments:

(#1) - Last inventory revealed much antiquated equipment
(#3) - We are working on a renovation of the Nursing Arts Lab and updating supplies & equipment.
(#5) - Where are first aid supplies?
(#8) - A common complaint is that of discomfort due to cold created by too much air conditioning in the summer.
(#8) - Classroom temperature is a real problem.

	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Don't Know (0)	Average
D. Advisory Committee					
1. The program advisory committee meets at least once per year.	5	-	1	-	2.7
2. The advisory committee has provided advice which addressed at least one problem within the last academic year.	2	-	1	3	2.3
3. The college has responded to recommendations made by the advisory committee.	2	-	1	3	2.3
4. The advisory committee members are representative of the profession or industry for which training is provided.	5	-	-	1	3.0

Comments:

(#1) - A yearly meeting would not seem frequent enough to be helpful. Obviously I need to know more about these meetings.
(#2) - I have no knowledge of this occurring.

E. Professional Development					
1. The college encourages professional development activities for program personnel.	5	1	-	-	2.8
2. The college allocates funds for participation in professional development activities.	4	-	2	-	2.3
3. The college makes time available for participation in professional development activities.	4	-	2	-	2.3

Comments:

(#1) - Professional development is encouraged.
(#2) - I have never been allowed to go to a paid workshop by the school. Always no funds.

II. Student Development					
A. Recruitment / Admissions					
1. Recruitment of students for the program is sufficient.	6	-	-	-	3.0
2. The program receives timely publicity through brochures, news releases and other sources.	4	2	-	-	2.7
3. The admissions process is efficient and equitable.	6	-	-	-	3.0
4. Admissions personnel provides accurate information to current and prospective students about the program.	5	1	-	-	2.8
5. Admissions personnel utilize effective interpersonal communications skills.	5	-	1	-	2.7

Comments:

(#4) - Students need an orientation session before beginning the program to cover nursing, levels available today, and study commitment and time commitment required by the program.
(#5) - Admissions counselors are very helpful and good to work with.
(#5) - Students have reported that admissions persons have been very rude to them.

	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Not Applicable (0)	Don't Know (0)	Average
B. Registrar						
1. Registration of students is efficient and causes a minimal amount of confusion for students.	4	2	-	-	-	2.7
2. Student records/transcripts are maintained and transmitted in a confidential and timely manner.	6	-	-	-	-	3.0
3. The registrar provides an effective system for receiving and processing student grades.	6	-	-	-	-	3.0
4. The registrar utilizes effective interpersonal communications skills.	6	-	-	-	-	3.0
C. Counseling and Guidance Services						
1. Adequate personal counseling is available for students.	5	1	-	-	-	2.8
2. Services are available and accessible for both day and evening students.	3	2	-	-	1	2.6
3. Services are provided by a qualified, knowledgeable staff.	5	-	-	-	1	3.0
4. Counseling personnel						
- are available on a regular basis to you for counsel and assistance regarding student problems.	6	-	-	-	-	3.0
- are effective in assisting you with problem situations.	5	-	-	-	1	3.0
- provide appropriate feedback to you after counseling with student.	5	1	-	-	-	2.8
- utilize effective interpersonal communication skills.	6	-	-	-	-	3.0
D. Financial Aid Officer						
- provides positive assistance to students in need of financial aid.	2	-	3	-	-	1.8
- adequately communicates available financial aid information.	2	1	2	-	-	2.0
- utilizes effective interpersonal communication skills.	2	-	3	-	-	1.8

Comments:
- Have had complaints and negative comments from students.

E. Job Placement						
- effectively communicates the services offered through the job placement.	2	3	-	-	1	2.4
- effectively assists you in the placement of students.	2	2	-	1	1	2.5
- provides feedback to you about results of placement effort.	1	2	1	1	1	2.0
- prepares program completers desiring employment to apply for a job.	1	3	-	1	1	1.8
- utilizes effective interpersonal communication skills.	4	1	-	-	1	2.8

Comments:
- Have had little contact with job placement services.
- I don't know what they're doing with the nursing students.

	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Not Applicable (0)	Don't Know (0)	Average
III. Learning Resource Center (LRC)						
A. Library						
1. The LRC provides library orientation upon request.	6	-	-	-	-	3.0
2. The learning resource center includes sufficient materials for program instruction.	5	1	-	-	-	2.8
3. LRC materials include such items as audio visual aids and equipment; reference books; industrial and technical manuals; and trade, technical, and professional periodicals.	5	1	-	-	-	2.8
4. A current collection of program materials is maintained by the LRC.	5	1	-	-	-	2.8
5. An adequate variety of appropriate periodicals is provided.	4	1	1	-	-	2.5
6. A plan exists for annually evaluating the services of the learning resource center.	4	1	1	-	-	2.5
7. The LRC atmosphere is conducive to student utilization of LRC resources.	6	-	-	-	-	3.0
8. The LRC staff readily provides assistance and utilizes effective interpersonal communication skills.	6	-	-	-	-	3.0
Comments: (#6) - I'm not aware of the "plan."						
B. Media Services						
1. A full range of media services is provided to assist instructors.	5	1	-	-	-	2.8
2. The audio visual materials in the LRC are current and appropriate for the needs of the program.	5	1	-	-	-	2.8
3. An adequate and well maintained inventory of media equipment is available.	6	-	-	-	-	3.0
4. Media personnel provide effective assistance when requested.	6	-	-	-	-	3.0
5. Media personnel utilize effective interpersonal communication skills.	6	-	-	-	-	3.0
C. Printing Service Personnel						
- reproduces and collates teacher tests and other instructional materials efficiently.	6	-	-	-	-	3.0
- schedules work and produces within requested time limit.	6	-	-	-	-	3.0
- produces work of good quality.	6	-	-	-	-	3.0
- assists instructors in reproducing materials.	6	-	-	-	-	3.0
- utilizes effective interpersonal communication skills.	6	-	-	-	-	3.0
IV. Life Skills Center						
A. General						
1. Services provided by the Testing Center, Advancement Lab, etc. are effectively communicated to students and instructors.	3	2	-	-	1	2.6

	Needs No Improvement (3)	Needs Some Improvement (2)	Needs To Improve (1)	Not Applicable (0)	Don't Know (0)	Average
2. Adequate career counseling and information is available for students.	2	3	-	-	1	2.4
3. Life Skills personnel utilize effective interpersonal communication skills.	4	1	-	-	1	2.8
B. Testing Center						
1. The Testing Center handles testing and placement of entering students in an efficient and confidential manner.	4	1	-	-	1	2.8
2. The Testing Center meets the instructional needs of the program instructors.	4	1	-	-	1	2.8
C. Guided Studies						
1. Developmental students are properly advised and placed in appropriate courses.	3	1	-	-	2	2.8
2. Developmental students are adequately prepared to enter the program.	2	2	-	-	2	2.5
V. Bookstore						
A. The bookstore keeps adequate operating hours to serve student needs.	2	1	3	-	-	1.8
B. The bookstore handles textbook and supply requests in an efficient and timely manner.	2	1	3	-	-	1.8
C. The bookstore maintains appropriate and adequate supplies of materials (other than textbooks) to meet student needs.	2	2	2	-	-	2.0
D. Bookstore personnel utilize effective interpersonal communication skills.	3	3	-	-	-	2.5

Comments:

(#A) - Does not keep posted hours.

(#A) - Does not serve evening students well.

(#B) - Does not notify faculty if there is a problem in getting textbooks.

(Other) - Some controls need to be exercised over books sold for specific courses, i.e., if an instructor has ordered a book specifically for her course, it should not be sold to other students. Books ordered for Level II students were purchased by eager Level I students as extra references.

Appendix I

Passage Rates

of

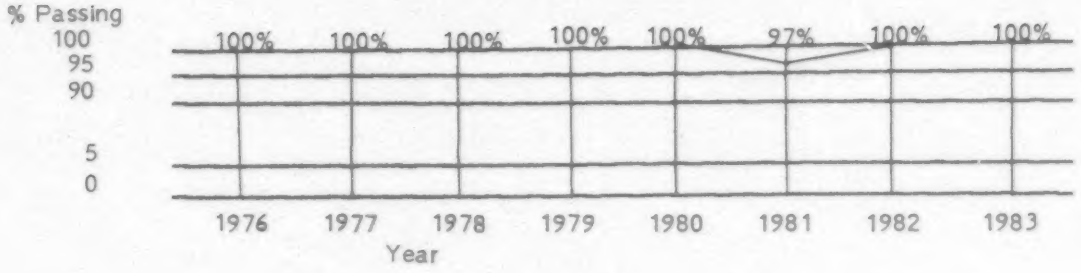
Level I and Level II Graduates

on

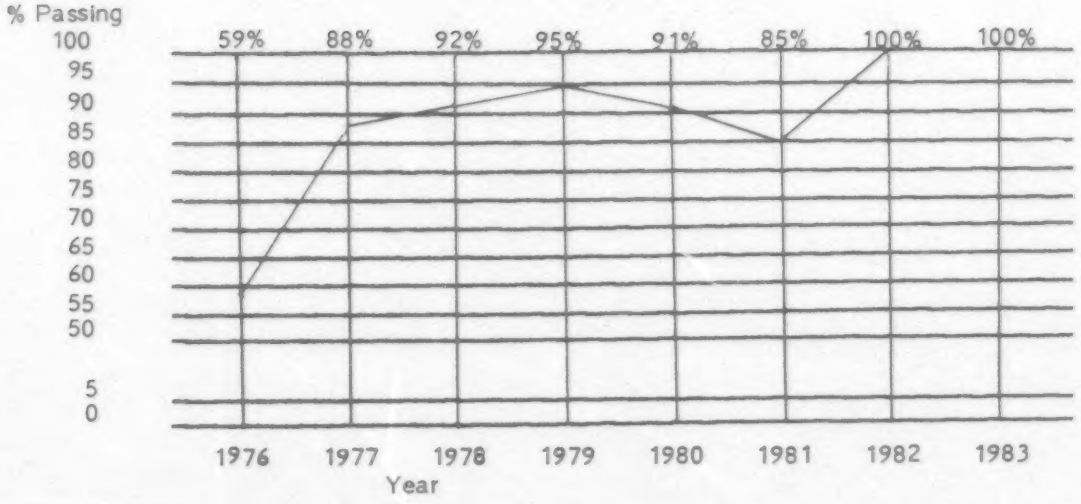
State Nursing Board Examinations

1976-1983

L.P.N. (Level I)



R.N. (Level II)



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